

The A.T.A. MAGAZINE

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION

VOLUME 26

NO. 1



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Bulletin, "A Study in World Friendship."



September - October
1945



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The A.T.A. Magazine

Official Organ of The Alberta Teachers' Association



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JOHN W. BARNETT, Managing Editor

Imperial Bank Bldg., Edmonton

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Volume 26

SEPTEMBER - OCTOBER, 1945

Number 1

EDITORIAL

BACK AGAIN

RE-OPENING date finds teaching staffs prepared to carry on for another year, disconcerting though the exigencies may be in altogether too many instances. Many teachers having been assured of particular locations find themselves in schools and communities other than they expected, or had been promised. It is proper to ask that teachers, according to our tradition, recognize the difficulties of placement which have confronted school boards and superintendents arising from scarcity of teachers, especially teachers qualified to hold particular positions. However, whoever be to blame, if anybody, it must be borne in mind that, after all, professionalism demands that the teacher give his best to those committed to his care, irrespective of circumstances. We have no doubt whatsoever that the rank and file will shoulder the burden cheerfully.

TOLD YOU SO!

Alberta has a net shortage of 310 school teachers or double the number at this time last year, Hon. R. Earl Ansley, Minister of Education, said recently.

Dr. W. H. Swift, Chief Superintendent of Schools for the Province, has reported to the Minister that a survey shows there is a shortage of 469 teachers in the Province. After taking account of the fact that

there are 159 Correspondence School supervisors, the teacher shortage is reduced, accordingly, to a net of 310. The correspondence courses have been organized under supervisors at many schools that have been unable to obtain teachers.

Mr. Ansley said it was apparent that the shortage of teachers for Alberta schools was serious, even though some improvement is expected in the situation.—Edmonton Journal.

IF THE report had been amplified, the following facts would have been laid bare: Since January 1st over eighty Letters of Authority have been issued by the Department of Education; there are considerably over 7,000 pupils in 160 odd schools in charge of persons—so-called supervisors—not qualified and not permitted to do any teaching. Under these so-called supervisors, the pupils work on courses issued by the Correspondence-School Branch of the Department.

DURING the past year, over 30 lapsed certificates have been revived, and approximately the same number have been revived each year since the outbreak of war. Approximately 400 persons during recent years have had certificates re-issued in their married names. These teachers presumably left teaching away back and returned to help out, either voluntarily, or after being mildly impressed again into service. Year by year, for the past four or five years, over 400 War Emergency Certificates have been issued—certificates which have been awarded persons after a few weeks in Normal School, instead of the required full year's training for an Elementary and Intermediate Teacher's Certificate.

AGAIN hundreds of certificates have been re-issued in recent years to lady teachers in their married names. Although, of course, there are cases where lady teachers marry while in service, it is certain that the overwhelming majority of these ladies who had left teaching would not have returned except for the emergency, nor will they remain teaching once the emergency is over. Generally their homes were close to a closed school, so they were "rounded-up" by Superintendent, school board members or parents, to keep children from remaining school-less. All honor to them for helping out.

YET again, it was hoped that as teacher-veterans were discharged they would return in substantial numbers and relieve the shortage somewhat. But no such luck. And why? Teacher-veterans, already discharged or awaiting discharge, one after another just turn up their noses at the prospect of coming back and being paid what they call "a measly teacher's salary," while so much more can be earned in jobs awaiting them in other fields. Neither is the least generous of teachers' pension schemes in Canada the slightest drawing card.

WHEN will public, governments and school board municipal bodies, really face the cold fact that the cause of the debacle in which the educational systems of Alberta and the other provinces find themselves is 90%, at least, solely economic. And the saddest

feature of the whole business is that in spite of words aplenty extolling the virtues of the teachers and teaching—leading articles and editorials in national magazines and leading newspapers, voices of leading commentators over the radio, sermons on the subject in the churches—when it comes to “doing something about it,” educators are evidently considered relatively unimportant for consideration. After all, Canada, compared with other alert, progressive and democratic nations, has a sorry modern record in education. It is a portrayal of indifference. “Let George do it!” seems to be the key to the whole difficulty: taxpayers say they cannot stand any more local taxation. “Think what we have to pay now in Provincial and Dominion taxation,” school boards “pass the buck” to the Provinces; the Dominion Government shelters behind the B.N.A. Act—Education is a responsibility of the provinces. Yes, there are plenty of words spilt about “Education the Keystone of Democracy.” However:

“Words are like leaves, some wither every year,
And every year a younger race succeed.”

THE problem calls for action—economic action—rather than words; action by all informed parties genuinely interested in the welfare of the young boys and girls of Canada—parents, school boards, Provincial Governments, and Dominion Government. Once there develops leadership in the right quarters, the difficulty of where will we get the money will disappear overnight and the crying in the wilderness will cease. Then, and only then, will the little fellows have comfortable, well-lighted schoolrooms the year round, operated by happy, adequately-trained, well-housed and well-paid teachers. Then, and only then, will the mentally-warped, intellectually-starved citizen of the future be a comparative rarity. Then will teaching be an attractive calling for the ambitious, able and carefully selected students from high school and university. That is the only possible way out of the morass of closed schools, letters of authority, “supervisors,” emergency certificates, temporary teachers and sparsely-populated teacher-training institutions. Never before in the history of Canada has there been greater need for self-devotion by those in authority to take up the burden of the “forgotten child,” for leaders to go amongst the populace with a flaming torch of sincerity and the spear of justice wielded in the name of the educationally starved children of the nation.

“Told You So” is an irritating comment. Nevertheless educators may be excused for making it, in the light of forecasts and unavailing urgings made particularly throughout recent years to bolster financially the educational systems.

OUR FIRST AND BEST

ALBERTA'S Liquor Control Board made a record net profit of \$5,857,202, an increase of \$703,161 over the previous year ending March 31st. Since 1936-37 there has been a progressive increase in profits year by year, from \$2,000,000 to \$5,857,202. Last year's gross sales were \$20,564,057, made up of \$7,403,831 on liquor

and \$13,160,225 on beer. It should be noted, however, that this \$13,160,225 is not the total money spent on beer—it is merely the price of the beer sold over the counter at the vendors' stores, plus the wholesale price of the bottles and kegs of beer sold by the Liquor Control Board to other retailers—hotels, canteens, clubs, etc. Although it would be difficult to do more than approximate roughly the profits of the beer parlors, clubs, and canteens on beer sold by the glass or in bottles, yet it would surely not be considered unreasonable in estimating the sum total paid by Albertans for their beer to add several million dollars to this \$13,106,225 for beer sold by the Liquor Control Board.

In the light of the above startling evidence of surplus cash spending power, it makes one feel somewhat exasperated with those who argue that the wherewithal cannot be secured from the resources of this Province to finance generous and proper provision for taking care of the educational and spiritual needs of "our first and best," the boys and girls. It exasperates one to have the old, old, stereotyped contention made, whether by individual tax-payer, school member, or legislator: "Yes, we should spend more on education; there ought not to be any schools closed; there should be better buildings, better paid teachers, but there just isn't the money available." It seems to us the only fitting reply to that is: "Where there's a will there's a way." Who would dare to question here the one hundred per cent arithmetic applicability of the adage? Undoubtedly the wealth, the money is there; it is purely a question of making it available, not only for education, but for other public services.

After all, no sane person could argue that the millions spent on beer and liquor have not been moneys withheld largely from the homes, from mothers and children of Alberta. That being admitted, then surely cold justice, to say nothing of moral claims, demands that, if not the whole, a large portion of public revenues secured from sales of intoxicants should be earmarked for education. That would but serve as recompense in part to those who have been mulcted of their birthright, a proper start in life.

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CATALOGUE ON REQUEST

RE WEALTH, CHILDREN AND EDUCATION IN CANADA

(Published on authority of Canadian Teachers' Federation)

WILL EDUCATION GET A NEW DEAL out of the post-war Dominion-Provincial discussions?

NO

if we complain about the plight of Education in vague and inaccurate generalities;

NO

if we quote obsolete statistics without reference to the revaluations forced upon us by the World War;

NO

if we contend ourselves with harping upon salaries, or any other single aspect of the Educational problem;

NO

if responsible educators fail to master the modern philosophy of Educational Finance, or to expound that philosophy clearly and courageously.

YES

if we acquaint ourselves with the stark facts about the plight of Education in Canada;

YES

if we understand what the war has done to the Canadian Financial Structure, and how far Education has lagged behind the change;

YES

if we can explain to the public what the Decline in Education means in terms of the welfare of children;

YES

if we have positive, statesman-like proposals to offer for reforming the financial basis of Education in Canada.

WEALTH, CHILDREN AND EDUCATION IN CANADA is the latest of many useful documents issued by the Canadian Teachers' Federation. The author, Dr. Kenneth Argue of the University of Alberta, received post-graduate training at Oxford and Columbia, and brings to the study of the Educational Dollar a careful and reliable technique.

His study of the existing financial structure of Canadian education is concise (about 35,000 words), and presents tables and diagrams which show simply and clearly where the shoe pinches.

The five sections of the book deal with—

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THE EQUALIZATION PRINCIPLE

STABILITY OF FINANCIAL SUPPORT

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Obituary



Dr. W. G. Carpenter

Dr. W. G. Carpenter, formerly Superintendent of Edmonton Schools and Principal of the Provincial Institute of Technology and Art, whose association with education in Alberta as Director of Technical Education extended over 35 years of outstanding service, died at his Calgary home on Friday, August 24. He was 68 years old.

He first came to Alberta in 1909 after his qualification in Ontario as a public school teacher, a high school specialist and a public school inspector. A graduate of McMaster University, he was first selected for the post of science instructor at Central High School in Calgary. From there he was appointed as science instructor at the Calgary Normal school, remaining there only one year.

In 1912 he took the position of Principal of Victoria High School in Edmonton, but was two years later made Superintendent of Edmonton Schools.

In that important post he remained for 10 years, a period which saw great development in the Edmonton school system—a development which he guided, by his advice to school boards and other governing bodies.

He was called to a still wider sphere in 1924, when he became Principal of the Provincial Institute of Technology and Art in Calgary, a post which included the responsibility for the encouragement and guidance of technical education throughout the whole Province.

He held these two posts until 1941, when he resigned from the principalship of the Calgary school and was thus better able to supervise the greatly widened technical education facilities which he had aided in development throughout Alberta.

Not only was Dr. Carpenter credited with a large share in the growth of the Calgary school, but his methods and his influence are also claimed to have been responsible, to a great extent, for the development of technical education facilities at such provincial points as Red Deer, Vegreville, and others, where this type of learning was not believed to be possible before he encouraged and supported school boards in their requests for the necessary assistance.

In January 1944 he resigned from his post with the Provincial Government after more than 20 useful years in general supervision of Manual Training for boys and Household Economics for girls.

Since 1924, Dr. Carpenter was a member of the Senate of the University of Alberta and was on the High School and University Matriculation Board since it first started in 1916.

(Continued on Page 26)

President's Column - - -

AS the school term gets under way for another year, it appears that the teacher shortage is more serious this fall than ever before. One hears of Divisions where ten, a dozen, or more, schools are closed. Even many of the village and town schools have found difficulty in securing teachers and are operating with inadequate staffs, and there are a great many districts where correspondence courses only are being offered. Although a few teachers have returned to the profession from the armed services, this source of relief has not proved to be nearly as great as had been hoped. The number of students registered for the War Emergency Certificate in the Faculty of Education this fall will not nearly meet the demand, while many married women who had returned to teaching are becoming anxious to get back to their homes. Meanwhile, in many centers, so many students are applying for admission to the high schools that some have had to be turned away for lack of room.

That is the picture and it shows the situation is serious. Probably little can be done to solve the immediate problem; although there is, no doubt, considerable pressure being brought to bear on the officials of the Department of Education to extend the use of the Letter of Authority in "creating" more teachers. The Minister is to be commended for having adhered to the regulation laid down that a teacher must have at least some professional training before being allowed to teach in Alberta. In any case, to issue "permits" to untrained persons would not materially relieve the situation.

The public must be brought to realize that the position in which we now find ourselves is the direct result of the policy which has been followed in the past, and it is essentially eco-

nomic. While teachers have been paid somewhat better salaries in recent years, even these have been inadequate when compared with the earning power of other groups, and teachers (including potential teachers) have not forgotten the years during which teachers worked for a mere pittance. Unless and until there is some assurance that such conditions will not again prevail in the teaching profession, it will not be easy to interest new members. Moreover, a problem that has resulted from past years of neglect of education cannot now be solved so simply as some might hope.

There is a challenge here to all those who are vested with authority in the field of education. What is to be the future policy in respect to education? To what extent will Provincial and Federal Governments share the costs of education so that it can be placed on a surer economic basis that will attract the type of person who should be in the teaching profession? Perhaps the present situation will make citizens aware of the urgent need for action in this matter, and stimulate public demand for increased Provincial and Dominion aid to education. It is just too bad that so many children must be denied the privilege, yes, *the right*, of attending school before people awake to the fact that *something has to be done, and done soon*, if we are to find a permanent solution to the problem.

There are two matters to which I would ask you to give careful consideration at an early date. The Executive has directed that two electoral ballots be sent out immediately for the consideration of Local Associations. At the last A.G.M. a Committee on Election Procedure made a report, with certain recommendations regarding the conduct of elections of members to the Provincial Executive. This

matter was referred to the Executive for action, and another committee has been studying the matter for some time. The latter committee did not follow entirely the recommendations of the A.G.M. Committee, but the Executive feels that the suggested additions to the by-laws being suggested in the electoral ballot are more practical and will work more efficiently than those originally proposed.

At the same time, one Local has requested another electoral ballot which, if passed, would have the effect of giving the A.G.M. the power to change the by-laws of the Association without any reference whatever to the membership. When a Local asks for an electoral ballot, it must be submitted, but I think that it is quite proper for an Executive Officer of the Association to give some direction in a matter of this kind. In the past the A.G.M. has not had the right to demand an electoral ballot, i.e. to effect a change in the by-laws. The Locals and the Executive have this right, and the only thing the A.G.M. can do is to recommend to the Executive that certain actions be taken. Perhaps it would be advisable to give the A.G.M. the right to ask for an electoral ballot, provided it would then go to the membership for approval and come back to the next A.G.M. and be passed by a two-thirds majority in the usual way. To give the A.G.M. power to alter the by-laws

with no reference to the membership would certainly be unwise. If the ballot asked for by the above Local is not approved, the Executive proposes to submit another which would embody the alternative suggestion given here, which, I am sure, would be more acceptable to the membership.

During October and November the Locals will be busy with fall conventions. May I draw attention to a resolution passed at the last A.G.M., asking that wherever possible the membership at large of a Local should make decisions on important matters, and that these should not be left to the Local Executives as has so often been done in the past. Business such as that contained in the electoral ballots mentioned above ought to have the attention of all the members. This could best be done, of course, at convention time.

It is my hope that you will all find your conventions this fall inspiring and helpful. I am anxious to see how the new councillor setup is going to operate, and trust that we shall soon be able to know who are to be the Councillors so that material can be sent out to them. We are all thankful, I know, that the War is now over, and that we can devote our energies to the problems of peace. May you find the year ahead the best of any you have spent in the profession.

Sincerely yours,

H. C. MELNESS.

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FALL CONVENTION TIME-TABLE 1945

Groups, Dates and Places of Meeting approved by the Department
of Education

(Capitals—Place of Meeting; Small letters—Division of Locals)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
October	1st	2nd	3rd	4th	5th
		TWO HILLS (Two Hills)		ST. PAUL (St. Paul, Bonnyville)	
October	8th	9th	10th	11th	12th
(a) GRANDE PRAIRIE (b) SPIRIT RIVER (c) McLEN- NAN (d) PEACE RIVER and FAIRVIEW (Days and groupings to be arranged)				HANNA (Berry Creek, Acadia, Sullivan Lake)	
October	15th	16th	17th	18th	19th
	WAINWRIGHT VERMILION (Wainwright) (Vermilion)		VEGREVILLE (Vegreville)	CAMROSE (Camrose, Killam, Hardisty- Provost)	
October	22nd	23rd	24th	25th	26th
	EDSON (Edson, Coal Branch, Jasper)			EDMONTON CITY (Edmonton City Locals) 1st EDMONTON DISTRICT (Pembina, Lac Ste. Anne, Stony Plain, Smoky Lake, Clover Bar, Sturgeon)	
October	29th	30th	31st	Nov. 1st	Nov. 2nd
	RED DEER and/or LACOMBE (Red Deer, Stettler, Rocky Mountain House, Ponoka)			2nd EDMONTON DISTRICT (Athabasca, Holden, Lamont, Wetaskiwin, Strawberry)	
November	5th	6th	7th	8th	9th
		CORONATION (Castor, Neutral Hills)		LAC LA BICHE (Lac La Biche) CALGARY CITY (Calgary City Locals) CALGARY DISTRICT (Calgary Division, Olds, Drumheller, Wheatland, Bow Valley, E.I.D. (Western Part), Mt. Run- dle, Foothills, Turner Valley)	
November	12th	13th	14th	15th	16th
		MEDICINE HAT (Medicine Hat City, Medicine Hat Division, N.E. Part of Foremost, Eastern Part of E.I.D.) LETHBRIDGE (Lethbridge City, Lethbridge Div., St. Mary's River, Crow's Nest Pass, Pincher Creek, Taber, West- ern Part of Foremost, Macleod)			

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The C.T.F. Conference

Report by H. C. Melsness,
President

PERHAPS it was fitting that at the very moment the war ended in the East the Canadian Teachers' Federation, in session in Vancouver, was already deliberating the problems that would face education in the years of peace to come. It was the second day of the Conference. The news of the war's end was anticipated any hour. It had been decided by the delegates that we would try to carry on until the end of the session in which word of victory came, since our time for the Conference was definitely limited and there was much to be done. During the afternoon session the news came. Through the open windows, first of all, came the shouts of the newsboys that the war was over. Later, the air-raid sirens sounded the official signal; but by that time the streets were alive with people, and paper was fluttering down from all the nearby buildings. After a brave attempt to carry on, the delegates decided that they would have to join the crowds outside, and the President, Dr. Willoughby, adjourned the meeting until the following day, while we went out to celebrate with the rest.

The Conference met in the Hotel Vancouver during the week of August 13 to 17. As usual, there was a full complement of delegates—three from each province. From Alberta the delegates were Mr. Barnett, Dr. H. E. Smith, and Mr. Melsness. Preceded by an executive meeting on Monday night, the business of the Conference lasted through four busy days, ending with a meeting of the new Executive late Friday evening. One need only sit through one conference and hear the great variety of business, the numerous representations made by other bodies to the delegates, and listen to the reports presented, to realize that

the Canadian Teachers' Federation does, indeed, fill an important place in our National life. The work that the Federation has done merits more attention on the part of the teachers particularly and the public in general.

This year the influence of the Federation was used to help effect a settlement of the teacher crisis in Montreal. The case of the 1400 teachers there, who had been dismissed *en masse* by the Central School Board, was still unsettled when we met at Vancouver. Strongly-worded resolutions were sent to the Chairman of the Board in Montreal, which were followed by the eventual withdrawal of the notices of dismissal, and a settlement was made that was satisfactory to the teachers. Not only did the C.T.F. demonstrate that it was a power in such matters, but it also took a firm stand in a case that was of concern to teachers throughout Canada.

Numerous briefs and reports were presented to the Conference—so many, in fact, that there was some difficulty in finding time to give full consideration to all of them. Among the reports were a brief on Superannuation, presented by the Saskatchewan Federation and prepared by Mr. McEown; a brief on Educational Finance from Alberta, prepared by Dr. Argue; another on Salaries, prepared by British Columbia; other reports on Teacher Training, Health Improvement, Education Week, Adult Education; and others. The great number of topics discussed will give some idea of the extent of the work attempted by the Conference.

One of the most important matters on the agenda was the discussion of the Provincial Reports. Each province submits to the Secretary before the

Conference a report on its activities during the past year. The topics reported on include such things as: statistics, organization, pensions, salaries, legislation, teaching conditions, and many others. The discussion of these enabled the delegates to compare notes on the progress made in the respective provinces, and ideas for further progress were pooled to enable all the provinces to benefit from the others' experiences. While this part of the program is, perhaps, not as striking a part of the work of the Conference as some of the other things that are done, I feel that it is really the most important part of its work. It is in this way that educational progress has spread from one part of Canada to another, and this alone would justify the existence of an organization such as the C.T.F.

Again, it would be difficult to report in any detail on the discussions that arose out of all the reports presented. A brief mention should be made of some of the decisions arrived at by the delegates. The discussion of the Salary Report led to the adoption of \$1500 a year as the objective basic minimum salary for all Canadian teachers. This was in line with demands made recently by Labor for a \$1500 minimum yearly income for all workers in Canada. The Conference also strongly endorsed the use of salary schedules which provide increments for experience and qualifications. The Provincial Reports showed that there were still teachers in Canada who were receiving less than \$500 a year.

There is considerable interest in the matter of pensions amongst the teachers from all of the provinces. It is felt that more should be done to bring the various plans more into line with each other so as to make it possible for a teacher moving from one province to another to transfer pension contributions to the other province. At

present this is not done anywhere in Canada. A standing committee was chosen to study the matter and to work on the problem.

All but two provinces, British Columbia and Nova Scotia, now have automatic membership in the professional organization. In some cases, however, the teachers have a right to write themselves out of the association under certain conditions. It was encouraging to note that the number of teachers that were availing themselves of this privilege was not large.

Excellent work had been done by a committee from B.C. in preparing material and a program outline for Education Week, which is to be observed this fall during the week of November 11. This material will be made available to local communities through the Provincial Organizations.

No full-time central office has been set up for the C.T.F. as yet, although it had been hoped at the last conference that this would be done. However, progress is being made, especially in providing the finances for setting up such an office. Some of the provincial bodies had contributed additional fees this year for this purpose, and these were placed in trust until such a time as the C.T.F. would be able to open its office. There is no question but that such a move would greatly increase the effectiveness of the C.T.F., and it is hoped that this year something more may be done.

This brief account of the Conference would be incomplete without some mention of the lighter side of the program. Although we were busy, we did take time to enjoy ourselves, and the British Columbia teachers had provided for a number of very enjoyable social functions as a break in the work of the Conference. The first evening we were the guests of the B.C. Department of Education at a dinner in the Hotel Vancouver. On Wednesday afternoon the City of

Vancouver took the delegates on a tour of the City and of Stanley Park. Most delightful of all, however, was a dinner provided by the B.C.T.F. in the pavilion at Stanley Park. As one of the guests put it, it was a most friendly affair, and not a bit "stiff or starchy." Special mention should also be made of a luncheon on Friday at which the delegates were the guests of Dr. and Mrs. C. N. Crutchfield on the occasion of their thirty-fifth wedding anniversary. The Doctor and his wife were presented with a pair of travelling bags in commemoration of the event. Also, while on the matter of entertainment, one must not forget the extra excitement provided by V-J Day which many of the delegates celebrated in Vancouver's Chinatown. As one of the delegates to the Conference, I would like to express my ap-

preciation of the efforts of the British Columbia teachers to make our visit to Vancouver enjoyable as well as profitable.

The new Executive was elected on the last afternoon. Mr. O. V. B. Miller of Fredricton, was chosen as the President for the coming year. Miss Ethel M. Coppinger of Saskatchewan, was elected Vice-President, while Dr. C. N. Crutchfield continues as General Secretary-Treasurer. Dr. Floyd Willoughby of Manitoba, who so capably filled the Presidency for the past year becomes Immediate Past President. Each province also appointed an Executive member. The representative on the Executive from Alberta for the coming year is Dr. H. E. Smith, our Vice-President.

CHANGE OF ADDRESS FORM

Those teachers who are changing schools, those teachers who are remaining in the same schools but are changing their post office address, and those teachers who are leaving the profession, are asked to fill in the change of address form as soon as they have the necessary information and send it to the Alberta Teachers' Association, Edmonton. Please help us in this matter. It is a legal requirement.*

NAME IN FULL.....

MAIDEN NAME (if married).....

DATE.....

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ADDRESS during teaching year 1944-45.....

School District.....No.....

NEW ADDRESS (Teaching Year 1945-46).....

School District.....No.....

Salary.....Date engagement takes effect.....

*When a teacher enters upon any contract of engagement with the board of trustees of any school district in the Province of Alberta, he shall give notice forthwith in writing to the Secretary of the Association of the date of his proposed employment and the remuneration agreed upon, and in such case the board of trustees may employ the teacher unless and until the Association notifies him in writing that the teacher is not a member.—The Teaching Profession Act, 1935.

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Alberta Correspondence Students in Yukon and District of MacKenzie, N.W.T.

By J. W. Chalmers,

Director, Correspondence School Branch, Department of Education,
Province of Alberta

THE elementary education of white, native, and half-breed children in the North-West Territories is under the administration of the Department of Mines and Resources of the Dominion Government. The work of instruction is actually carried on at day and residential schools operated by the Anglican and Roman Catholic churches, and by public schools at Fort Smith and Yellowknife, the latter of which also has a high school section. All these schools, denominational or public, receive financial assistance from the Dominion Government.

The after-dinner speaker had talked for 15 minutes.

"After partaking of such a meal," he continued, "I feel if I had eaten any more I would be unable to talk."

From the far end of the table came an order to a waiter: "Give him a sandwich."

"And do you love me so much that you would leave home for me?" she asked, her head on his shoulder.

"I love you so much," he answered, "that for you I would leave a baseball game in the ninth inning with the score tied, three men on base and two out."

Silas was becoming very hard of hearing and upon the advice of a friend he consulted a doctor.

Bill: "What did the doctor tell you to do?"

Silas: "He told me I would have to quit drinkin' or become stone deaf. I been a thinkin' and I like what I been drinkin' so much better than what I been a hearin' that I think I'll just keep on drinkin'."

However, some students are not able to attend such schools because of geographical or other reasons, and during the past year over twenty of them registered for courses with the Alberta Correspondence School Branch. Geographically these students were spread over an area from the Alberta boundary to the mouth of the Coppermine on the east, and the delta of the Mackenzie on the west; and their mail services varied from about twice weekly to twice yearly. Educationally they ranged from Grade I to Grade XII. Racially they varied from white through half-breed

to almost pure Indian. Table I shows the distribution of these students through the different grades in the District of Mackenzie and also in the Yukon.

By special arrangement, because most lessons and supplies have to go to the students by air, the high postal charges are paid by the Dominion Government, which also re-imburse the Correspondence School Branch for out-of-pocket expenses incurred in purchasing supplies (scissors, paste, etc.) and text-books for these students.

Most of the students at the elementary level are the children of missionaries, managers of trading posts and of people whose work takes them into the North for shorter or longer periods of time. Others are the children of parents whose permanent residence is in the district. Such children are often of mixed native and white blood. In the high school, many of the students are young men who are completing their education while working on such projects as the Alaska Highway.

In addition to the students who are taking correspondence courses, the Correspondence School Branch is also interested in a number of others at Yellowknife, whose teacher uses the correspondence workbooks and lesson materials as a basis for her own instruction. Students in the Yellow-

knife school and also in the public school at Fort Smith also write special tests (prepared and marked by the Correspondence School Branch in Grades II to VIII, and X to XI), which form the basis of promotion to the next higher grade or, in the high school, to the granting of credits by the Examinations Branch. The cost of setting and marking these tests is met by the Dominion Government. Grade IX students write the regular Alberta Departmental Examinations. The number of students concerned is also indicated in Table I.

Thus it can be seen that the influence of Alberta's educational system extends not only from the Forty-Ninth Parallel to the Sixtieth Parallel, but also to the shores of the Arctic Ocean.

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TABLE I

Grade	N.W.T.	Yukon	Ft. Smith	Yellowknife	Total
I	5	1	--	--	6
II	5	--	--	4	9
III	2	--	--	5	7
IV	3	1	1	7	11*
V	1	--	--	10	11
VI	1	--	2	8	11
VII	2	--	--	7	9
VIII	--	--	3	4	7
IX	--	--	--	5†	5
X	1	--	--	2	3
XI	--	--	--	1	1
XII	2	2	--	--	4
Totals	22	4	6	53	84

*One student from N.W.T. transferred to Ft. Smith School.

†Writing regular Alberta Departmental Examinations.

Education for Mutual Understanding and Friendship Between Canada and the United States

The Canada-United States Committee on Education
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Ann Arbor, Michigan

OF the more than 2,000,000,000 people in the world today, only about 2.5 per cent, or 50,000,000, have remained uninvolved in World Wars I and II. No modern nation, in defense of sovereignty or even of existence, can live unto self alone. A dynamic and constructive peace, which is far more than an interval between strenuous wars, calls for world-wide co-operation and planning.

Within the network of relations which ties the nations of the globe together are areas where the relational strands are especially close. One of these areas lies in North America. There, by virtue of geographic contiguity, of common elements in tradition, and of similarity in convictions and ideals and interests, the people of the United States and Canada are drawn together by multiple ties within the seamless web of international relations. They have come to realize that neither nation can be defended alone against aggression. One without the other is vulnerable—and this fact is a permanent one, rooted in geography and intensified by the rise of modern aviation. The relations between Canada and the United States, as sovereign powers concerned with national welfare and moving within the pattern of world affairs, are of commanding importance not only to the two nations but to all the world. The forces of aggression would welcome a rift between these neighbors. The forces of constructive and enduring peace rest their hopes on

continued co-operation between them.

In the face of world problems the United States is entering a new era of international adjustment and Canada is working out its destiny as a free nation in the partnership of the British Commonwealth and in relations with the world at large. It is essential that in this time of decision we should have a clear understanding of our common interests and of our respective ways of realizing them. Though present happy relations between Canada and the United States are firmly established, it would be unwise in the extreme to take their continuance for granted and to neglect the good offices of friendship. Co-operation can never be regarded as a *fait accompli*; it can endure only as an active process. During more than a century of peace between Canada and the United States there have been few decades without occasion for disagreement; there will be such occasions again. Only a living and flourishing friendship secured by deep-spreading roots of sympathy and understanding can prevent occasions of difference from growing to dangerous proportions.

The democratic tradition we both enjoy entrusts the ultimate conduct of relations between the United States and Canada neither to blind chance nor to a chosen few, but the full electorate. Wisdom for international action must lie within all individual citizens of Canada and the United States and wisdom arises from knowledge and mutual respect.

The future of the Dominion, of the Republic, and of the relations between the two lies in the minds and hearts of 147,000,000 North Americans.

The educational institutions and agencies of the United States and of Canada alike have a heavy responsibility for building in generation following generation the understanding and tolerance on which good international relations rest. Especially important is the influence of schools and colleges. These build the foundation of knowledge and understanding without which public opinion cannot be informed or wise.

There are many differences between the educational systems of Canada and the United States. Its educational arrangements are each nation's own concern; neither nation can or should interfere with the arrangements of the other. But within the framework of these systems, every school authority, every school, every man and woman interested in education has direct responsibility for insuring adequate understanding of Canadian-American relations by the rising generation. Every agency which influences North Americans must be sensitive to the educational task of making citizens wise in their knowledge of Canada, of the United States, and of the relations between the two.

There is evidence that educational agencies are not now discharging these responsibilities in full measure. Little is taught about Canada in the schools of the United States; more but still not enough is taught about the United States in the schools of Canada. In neither country is education deliberately used to perpetuate old hostilities or to arouse prejudices, although in both countries historical conflicts as presented in schools loom out of proportion to historical co-operation. In neither country does education consciously build the strong foundation

of knowledge and understanding, tolerance and respect which the importance of Canadian-American relations demands.

It is especially timely that at this juncture in world history there should be reappraisal and vitalization of our program of education for constructive participation in world affairs. The program of education for safeguarding Canada-United States friendship, which is here urged, is one phase of a larger program for the adjustment of education in all countries to emergent world realities.

The program of appraisal and improvement of education for Canada-United States relations should include a careful survey of school and college curriculums in both countries; it should involve analyses of the references to Canada in textbooks and other teaching aids commonly used in the United States and of the references to the United States found in the instructional materials used in Canada. Instruction in the social studies, the humanities, and the natural sciences must also come in for scrutiny. The program would not be complete without attention to teacher-education in this area, to the production of new teaching aids, to the development of radio as an agency of education, to the exchange of teachers, and to the development of joint educational undertakings. Neither would it be complete without condemnation of frothy and thoughtless sentimentality, without exposure of distortions of truth, without indication of the priorities of importance to be given to bodies of data and problems and trends in the study of the two nations.

The first task of a farsighted program is that of study of the indigenous cultures and characteristic qualities and problems and trends of each nation. The geography and resources of the land, the composition and distribution of the popula-

tion, modes of living, industries, agriculture, school systems and religious foundations, agencies of communication, transportation facilities, trade, cultural traditions, social strengths and tensions—these are legitimate areas of study for friendly but independent neighbors.

In addition, there should be provision in our school programs for direct study of the interrelations between the two countries as a highly important aspect of each country's position and policy in the world. These relations lie not alone in diplomatic policies and formalized political agreements, important and significant as these are. Relations through trade and exchange, through tourist travel, through joint efforts for continental defense, through migration of peoples, through professional and scholarly collaboration, and through the instruments of modern technology are basic factors in the North American community of life.

In August, 1940, a Permanent Joint Board of Defense was established by the Ogdensburg agreement. In the months since then joint planning of the Board has led to the construction of air bases between Edmonton and Alaska, the building of the Alaska Highway, and other vital achievements in the interest of continental defense.

As the war has intensified, involving closer and closer collaboration, other joint boards have come into existence. In 1941 temporary Joint Economic Committees were

appointed; these were followed in rapid order by the Materials Co-ordinating Committee, the Joint War Production Committee, and a Joint Agricultural Committee. By 1944 it seemed clear that these "new and closer relations between Canada and the United States," which "have been built in the stress of war," "promise to be of permanent value." For they are not merely phenomena of war; back of them lie decades of co-operative effort. Consultation between officials of the two countries has long been an important aspect of their international relations.

And, by no means, has this co-operation in study and in the solution of problems been confined to official governmental committees. Professional groups of lawyers and medical men, scholarly associations of historians, economists, political scientists, journalists and broadcasters, scientists and artists have moved back and forth across the border in mounting co-operation. A notable series of studies prepared under the auspices of the Carnegie Endowment for International Peace and published by the Yale University Press in the United States and the Ryerson Press in Canada have laid a sound scholarly foundation for present cultural co-operation between the two countries. Other series of studies—the Great Lakes Series and the Pioneer Belt Studies, for example—illustrate the strength of this foundation.

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trend toward co-operation between Canada and the United States, with the rising need for education in all phases and areas of international relations, and with the precedents for constructive professional action, there was established in 1944 a bilateral Committee on Education made up of Canadian and United States educators. The American Council on Education, the Canada and Newfoundland Education Association, the Canadian Teachers' Federation, the National Conference of Canadian Universities, and the Carnegie Endowment for International Peace have been instrumental in establishing the committee. This document is a statement of the point of view of that Committee.

The Committee exists as a consultative body. In its work it seeks

the co-operation of teachers, school and college officials, and laymen interested in education. The task of adequate education for citizenship in this field is broad enough and significant enough to warrant co-operative effort on the part of all who are interested in education.

A bilateral, unofficial committee may be of service in educational survey and research, through co-operation in the exchange of information, and by aid given to individual teachers and educational authorities in developing programs and preparing needed materials. This Committee plans to carry on a program in these areas. Its first task is an inventory of present educational practices as they affect relations between Canada and the United States. On the basis of such a survey specific proposals for improvement can be made. And steadily, through all the work of the Committee, will be developed opportunities for citizens of the two countries to work together in educational matters of common concern.

Convinced of the importance of sound education as a foundation for wise international action, convinced that the school and college programs through which citizens of Canada and of the United States learn about each other can be improved, the Committee enters upon its task in that spirit of mutual respect and good-will which befits the citizens of two stalwart democracies.

Reported from Education for Mutual Understanding and Friendship between Canada and the United States, Publication Number One of the Canada-United States Committee on Education, January, 1945, 16pp.

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For the first time in her life little Nellie watched a cat carrying her kitten by the nape of the neck.

"Shame on you!" cried the youngster. "You ain't fit to be a mother. You ain't hardly fit to be a father!"

Address by Christine Manser

(Delivered at Banquet for Retired Teachers, Held at Masonic Temple)

Mr. Chairman, Honored Guests
and Fellow Teachers:

This is a happy occasion. We have met to honor a group of our friends who are embarking upon a new adventure.

Many of you have read Richard Haliburton's quite recent book, "The Glorious Adventure." Bored by the routine of journalism, Haliburton became restless and set out upon the glorious adventure, following the course travelled some three thousand years before by that royal vagabond, Ulysses, who spent his days in finding the extraordinary, in meeting new experience and in enjoying an altogether enviable life. Haliburton adventuring along the path of Ulysses recaptured "the first fine careless rapture."

For you, too, there is glorious adventure awaiting. Most of us, working on schedule, lose our individuality and become mere automatons. When the alarm rings in the morning we leap, and like the horses in the old downcast fire-hall, wait meekly for the harness to descend upon us. Then we gallop off to work. Sometimes, as I watch teachers and students rushing from class to class at the clarion call of the buzzer, I think that the Almighty must be a little sad as he surveys this man-made efficiency. Applied to education, which first and foremost should be a growth of the spirit, it is somewhat bewildering. You, my friends, can adventure in a new way of life. In the morning you can now lie idly in bed, drowsily following a ray of sunshine shredding its way across the wall until the spirit moves you to rise. Then the luxury of the unhurried bath, the second cup of coffee sipped to the accompaniment

of your favorite program, the game of golf with the fairway clear ahead and no one treading on your heels behind.

You all have your individual inclinations and hobbies and now you will have time to indulge them to your heart's content. Few of us are aware of the talents of the fellow members of our profession with whom we rub shoulders daily. In this group of retiring lady teachers are several whose homes are comparable in their management with those of any of my married friends, and two whose gardens are beauty spots which the male horticulturists here might well envy. Then there is the lady whose wit and humor would make Bob Hope sit up and listen, and who, when the occasion demands and the required ingredients are at hand, can concoct a cocktail that would freshen the jaded taste of the Duke of Windsor. I see here two ladies whose zest for and knowledge of biography and history is amazing. At an adjoining table is the Scotsman whose stories are a never-ending source of delight to his friends. Then there is that other gentleman, unfortunately absent because of illness, who has for years practiced perhaps the most difficult of all arts, that of working and living in perfect harmony with his confreres.

Yes, we truly envy you, as you set forth on your glorious adventure. However, my good friends, there is one thing for which I must apologize—the absence of your obituaries in our local papers. Can it be that the Journal and the Bulletin are slipping? In past years there has always been a suitable notice stating with meticulous care the ages of the deceased in years and months, and

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omitting only the information as to whether Andrews' Brothers or McBride's were to get the final rake-off.

"Pardon me if I make a slight detour here—the road is so inviting. It is regarding this question of age. Men in the public eye are lauded when they reach the age of seventy. The same public, who year after year return them to positions of trust and responsibility, consider the teacher worn out at 65. If this is true, how strenuous then must be the demands of the teaching profession to exact such a toll of one's physical and mental vigor. These men in public life are rewarded munificently and have been known to obtain a peer-

age. The teacher receives \$30 a month, sufficient to pay for one room and a petit (a very petit) déjeuner. "But there is the gratuity from the School Board!" Yes, but subject to noticeable deductions. "But they must have saved." How? I ask you. These, our friends, whom we honor this evening suffered deductions in salary because of the Great War, the depression and the present War.

Pardon me, if I appear to display a lack of delicacy and good form. As a realist I must refrain from such platitudes as "the well-fought fight," "the well-earned rest." I offer you no sprays or floral wreaths. Would that I could hand to each of you a bouquet of fragrant spring blossoms and enclosed in each a pension and gratuity commensurate with the sterling quality of your services.

However with Ulysses I would say:

"My Mariners,
Souls, that ever with a frolic welcome
took

The thunder and the sunshine—
'Tis not too late to seek a newer
world.

Push off, and sitting well in order
smite

The sounding furrows; for my pur-
pose holds

To sail beyond the sunset and the
baths

Of all western stars, until I die."

On behalf of your fellow associ-
ates let me wish you, Bon Voyage
and Glorious Adventure.

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About the time of the jubilee of
the widowed Queen Victoria two old
Scotswomen were overheard on a
London street in the following con-
versation.

"Can you tell me, wumman," said
one, "what it is they call a jubilee?"

"Well it's this," replied the other.
"When folks has been married 25
years that's a silver weddin', and
when they have been married 50
years that's a golden weddin'. But
if the man's dead, then it's a ju-
bilee."

Germany — Annihilation or Re-education?

A Few German Types
(From "The Scottish Educational Journal")

1. On the Importance of Being ERNST.

MY brother and I saw you first in the pension of your worthy aunt, Frau Raugatz, in Warnemünde.

It was after dinner. The other guests had gone and we were discussing what to do with the evening. And you were sitting there, obviously eavesdropping, eager to join the two Engländer, a thin, fair-haired halving, curly and fresh complexioned, sensitive and attractive, unless when that sullen look came into your pale blue eyes and the wilful tremor passed across your mouth.

I asked you if you would like to try out your English. We got talking.

Outside lay the Kurpark, and already the dull boom-boom of the military band was throbbing there. Outside was the sharp invigoration of lime-blossom and the tang of the Baltic. Outside—let me see, it was 1937—every second male was a "Flieger." And down near the aerodrome, across the river, to be found with a camera was to land in the lock-up.

And inside? We were talking. You were telling two very amused Scotsmen that they were not pure Aryan types. You objected to our dark pigmentation. Fortunately for us, you said, we had hollows above our necks and our foreheads did not slope back too suddenly. And our lips were not too sensual. Otherwise—no need to say what you would have done. The teacher who taught you two periods of "race-theory" per week had made your line of conduct clear. Outside Warnemünde the notice forbidding entry to Jews, inside in every public bathing-station and

place of entertainment the supplementary "Juden unerwünscht" (lest some careless Jew should have missed the road-sign and imagine he might be welcome) made the whole Theory of Race a deadly reality.

Proceeding from there we heard of what had been done to the Jewish boys in your old school. You weren't proud of it, thank God. You weren't yet entirely corrupted. But you had quietly accepted things.

Tomorrow, you said, you were going to cycle ninety kilometres. For pleasure? No, you were entering a new school on your return to Berlin, and you were cycling to a remote village to collect copies of the birth certificate of your great-grandfather and grandmother. With these and your blonde hair the German world lay before you. Of course, you had to obtain them, anyway. It was compulsory.

In the days afterwards you followed us like a dog. I often wonder why. Certainly, you were fairly short of pocket-money. Frau Raugatz was, like Barkis, rather "near." Your father had died of wounds received in the Great War. Your mother held some humble post in a Berlin office. So you followed us to our "Strandkorb." When we bought sugared almonds and walnut candy you shared them—with enjoyment. But I don't think you came with us for the sweetmeats only. You were capable of affection, we discovered later. And you were intelligent. You discovered that we talked strangely of Jews and the coming war. You wanted to find out more about the Englishmen. You were intelligent.

You were annoying, too. You had a trick of making every form of en-

joyment competitive. You stood on your hands in the water and challenged me to do likewise. I did so. You wanted to see who could do it longest without overbalancing. I won. You took the beating badly.

For a number of days you tried to outswim me under water. It took you three days to beat me. I asked you how you managed it. You explained that on immersing your head you had begun to sing "Deutschland, Deutschland über alles," and had just kept going. I felt ashamed of bringing international feeling to this low level and refused further competition.

Do you remember the old sailing-boat at Warnemünde? Every day it ran a "Seefahrt" at specified hours. With typical German thoroughness the "Seefahrt" did not cease in stormy weather. It became a "Sturm-fahrt." We sometimes watched the old boat leave the quayside and return again.

One day when we were standing there a band of girls in the uniform of the Bund Deutscher Mädel (German Girls' League), plump-legged and beefy, laden like oxen, went on board. It was a "Sturmfahrt" day. They sang their marching songs as the boat cast off. You laughed.

Wait till they get outside, you said.

You did have a sense of humor, for outside the mole it was blowing a gale and the singing died suddenly as the first roller struck the old ship's carcass.

As they passed into calm water alongside the mole on their return journey they were silent. We could see them white and green slumping over the rails. Then a voice shouted an order, and as the ship came in their voices were raised in a thin chorus — something about being young and German and having the world before them. But in the thinness of the singing, the pale cheeks

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and bloodshot eyes, the spectators sensed that out there in the open sea they had left a good deal behind them.

As the gangway went down the singing ceased spontaneously. There was a pause as ropes were tied. A pause during which one sensed the need for a gesture from the watching crowd—a friendly shout, a few hands clapping.

Instead—someone uttered a loud authentic bovine "Moo!" Everyone laughed. Then there was an uncomfortable silence.

I hustled you quickly away. I had seen the searching eye of the twelve-stone youth leader darting viciously in your direction.

I liked you for that "Moo!" It cemented our friendship. It was a gesture of spontaneous youth to the regimented. It shattered the poor façade of the sea-sick girls. They were just ordinary human beings, not burnt up with Germany, but horribly empty and dismayed. On the strength of that human "Moo" we took you with us to Copenhagen. Your aunt paid the fare and you had two marks to spend in the Tivoli. We passed the night there. You spent much more than two marks. But it was a joy to see you on the switchback railway. You had, perhaps, too much bravado. You would not admit the slightest twinge of fear. You had a good five bobs' worth.

You fell heavily for the speed-boats. At two in the morning we had coffee and rolls; you were wide awake and hungry. From then till early morning we saw the fun of the fair together.

At the last minute you avoided disaster. With the few coins remaining in your pocket you bought a small sausage for Tante Raugatz. Oh! you had a heart and a sense of duty, like other boys. And a good business head!

And then, at last, the journey back

to Warnemünde. We had a "Sturm-fahrt" of our own. And you were content to lie under our coats and fight off nausea. Finally you fell into a dose, to awaken inside the calm water of home harbour.

But the poor sausage! You had been sleeping on it. From a delicate, round appetising oval it had become a flat, repulsive horse-shoe. We helped you to remodel it. We set it on its feet again. A new wrapping effected wonders. It passed muster.

And so back to Pension Raugatz and a fortnight of idle conversations with you—conversations revealing that, in languages you were well taught, but that your history was not history, but militant propaganda. Propaganda which you wanted to believe and thought you believed. Because everyone else in the class believed it.

You did not want war, you frankly admitted in your less bombastic moods. But, like most boys, you were all for adventure. You were eager to know about Britain. You had heard of cricket. We explained its peculiar British significance. So you stole your aunt's "Waschknüppel," (Wash-dolly) and with three sticks we played the game of cricket. When you broke the "Waschknüppel" your upset was tragic. You had no money to buy a new one. But you had initiative. A visit to the workshop of an old joiner, a little wheedling—he let you make one.

Our departure came. You accompanied us to the train and, before it steamed out, you gave us an old brass five-mark piece dating from the inflation period. It had been polished by some jeweller and bore an inscription on the back:

20 August 1937

from

Ernst Müller

with

fondest regards

Where are you now, Ernst? Do you lie cold and wasting under some

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similar inscription in the chill wastes of Russia, among the Tunisian sands or in the churned mud of Normandy? Did the whole entrancing game turn out disastrous?

I do not know; but I think you are important, for now so many little Ernsts have to be dealt with.

Some liked the half-truths from the start and became Killers. Without them Lidice and the gas-chambers of Poland would have been impossible.

Some followed blindly for "Führer und Vaterland," followed as their fathers and grandfathers had followed—because they were made that way.

But some, like you, could not be completely fooled. So they made neat little compartments in their minds with thick sense-proof walls between. You marched like the others.

Over Europe your boots have stamped in conquest and defeat. They splashed in children's blood, in the blood of old men and women. They marched. And the grass and hope withered under them.

I wonder if hope for the Ernsts of Germany has not withered too? They who lost fathers in the last war and mothers and sisters in this. They who have lived in barracks and open country for the last eight years. Who took their lives and their wine where they found them. Who led Gestapo "finds" to the wall of execution. Who fought when fighting was the order and killed when killing was commanded.

Will the Ernsts of Germany ever be able to think again? Can the wall be broken down between the separate compartments of their minds? Or are they condemned to sadistic schizophrenia for good?

If I were your judge, Ernest, I am afraid I could have no mercy. Your only hope for mercy is a sudden act of faith, followed by years of expiation.

On the one hand I see you silent while the Jew is scourged and torn, the worker shot and pillaged, the intellectual maimed, the artist tortured and expelled, the infant slaughtered at the mother's breast.

On the other I hear a loud "Moo" and see a poor little flattened sausage.

From every point of view you would be better dead, Ernst. That is my sad, reluctant conclusion.

H. R. S.

(To be Continued)

Dr. W. G. Carpenter

(Continued from Page Six)

Not content with his work along educational lines, he was a member of many committees of various types, engaged in community welfare work, and until four years ago was an active and useful member of the Gyro Club.

He was active in the work of the First Baptist Church in Calgary, and of the First Baptist Church in Edmonton.

He was born in Augusta, Ont.

His wife and one daughter, Margaret, both of Calgary, survive.

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Dr. H. C. NEWLAND

Dr. Newland, who was previously Supervisor of Schools for Alberta, has recently been appointed Director of Research, Department of Education, Saskatchewan.

Thoughts on Education

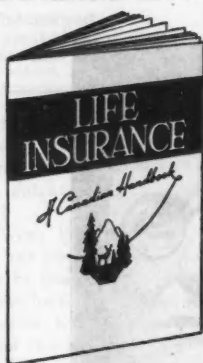
The following is a copy of the inscription carved on the wall of the Hargrave C. E. School, nr. Chester, by John Faulkner, Sculptor, in 1852. Can any reader supply the origin of the passage?

"A human soul without education is like a marble in a quarry which shows none of its inherent beauties until the skill of the polisher makes the surface shine, and discovers the ornamental spot and vein that runs through the body of it. Education, when it works upon a noble mind,

in the same manner draws out to view every latent virtue and perfection which without such help are never able to make their appearance."

The anxiously expectant father had been pacing the room nervously, biting his nails, when the nurse appeared with the news that he had a baby daughter.

"Thank God, it's a girl," said the father. "She'll never have to go through what I have!"



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—The School Progress.

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A STATEMENT ON The Montreal School Crisis

David Mumroe,

President, Provincial Association of Protestant Teachers

Since 1925 the financial administration of the Protestant Schools of Greater Montreal has been controlled by the Montreal Protestant Central School Board. Eleven school municipalities came within this jurisdiction, their budgets being subject to approval of the Central Board and a uniform salary scale being enforced. The City of Montreal being the largest, most populous and wealthiest of the constituent areas, the local Montreal Board has naturally always had a larger proportion of members than the others and its influence has been very strong in the central body, but the present Chairman represents one of the smallest municipalities.

During the nineteen-thirties decreasing revenues led to financial difficulties. The Central Board cut all instructional salaries ten per cent and cancelled the annual increments. These measures were enforced until 1941, when the cuts were restored and the increments adjusted. In the following years the Central Board approved new salary scales, which raised salary levels, particularly those of the women teachers. These adjustments were made, however, without any increase of revenue, so that for several years the Central Board has been compelled to balance its budget by borrowing. The difficulties of the Central Board were further increased by the fact that the tax-rate throughout the Montreal area is fixed by statute at ten mills.

Provincial governments have been asked repeatedly in recent years to assist in the solution of this grave financial problem but they have so

far offered only temporary relief. At the last session of the Legislature, in March of this year, Premier Duplessis announced that the whole problem of school and municipal taxation of incorporated companies would be referred to a commission. The commissioners have since been chosen, and hearings will begin shortly.

Meanwhile the duties of the Montreal Central School Board had been broadened considerably. From July 1st, 1945, it was to assume educational as well as financial administration of most of the area. Two of the municipalities—Westmount and Outremont—retained their autonomy, but the other nine became parts of the new administrative unit.

On May 22nd, at its regular monthly meeting, the Central Board passed a resolution advising all local Boards that they must terminate their teacher contracts and suggesting that the teachers would be offered a three-month contract valid until November 30th. The action was taken suddenly, neither teachers nor public having any knowledge of the proposal until it was published in the press. We immediately asked Dr. Percival, Director of Protestant Education, to give an opinion on the legality of this procedure. Dr. Percival replied that the Education Act required written 12-month contracts and that the proposed engagements of the Board for three months only would be contrary to law. Officials of the Teachers' Associations interviewed the Chairman of the Central Board and he promised to do everything in his power to arrange a settlement.

The P.A.P.T. placed the services of its lawyer, W. B. Scott, M.C., at the disposal of the Montreal Teacher Federations and an Emergency Committee was formed of Mr. Scott, Mrs. Blair and Mr. Dudley Wilson (both of Montreal) and D. C. Munroe (representing the P.A.P.T.) During the following week, nine of the local Boards followed the instructions they had received and sent dismissal notices to each of their teachers, offering them short-term contracts. The local board of Westmount refused to follow the instructions, and the Outremont Board, after sending notices, withdrew them. From the outset, the teachers had made it clear that they would not sign anything other than the legal 12-month contract and each of the 1400 simply handed the dismissal notice and substitute contract to the executive of the federations.

Frequent requests for action brought no result. The Chairman of

the Board asked for "informal" meetings with certain members of the committee, but these were refused on the lawyer's advice. A meeting was finally arranged between the Montreal members of the Emergency Committee and Mr. Scott, and two members of the Central Board, who finally agreed to ask that the short contracts be withdrawn.

A mass meeting of Montreal teachers was held on June 19th with an attendance of more than 1200. The Emergency Committee explained its policies and was given a unanimous vote of confidence. A few days later, members of the Board interviewed Premier Duplessis in Quebec and were advised to keep within the law, fulfilling their financial obligations by temporary loans if need be. Finally, in a statement issued just before the local boards surrendered their powers of appointing teachers to the Central Board, Mr. Duplessis branded the dismissals as "null, void

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and illegal" and announced that they would be regarded as such by his government.

The new Central Board assumed office on July 1st. After the lapse of ten days, the Emergency Committee drafted a letter which reviewed the whole dispute, pointing out that the teachers had been made the victims of an unfortunate financial crisis and asking that the dismissal notices be withdrawn as the premier had requested. It asked that a special meeting of the Board be called at once. When no action resulted, a second request was made on July 20th. Again nothing was done.

Meanwhile the press had given a good deal of publicity to the crisis and several strong editorials demanded immediate action by the Board. Early in August, the Emergency Committee's letter was printed as a paid advertisement in all the daily papers and public opinion became somewhat aroused. The vigorous action of the Canadian Teachers' Federation in offering assistance and making direct contact with the Chairman of the Central Board gave national publicity to the crisis, and finally on August 25th it was announced that a settlement was in sight. On Tuesday, August 28th, the dismissals were rescinded and the teachers were notified individually that their contracts were renewed.

The settlement is only a temporary one but the teachers have compelled the Board to keep within the law. Security of tenure is fundamental to efficient educational service and the public has been protected against interruption which would almost certainly have occurred in December if the Board's plan had been followed. In securing capable legal advice, in maintaining a dignified policy in public, and in standing together, the teachers of Montreal and of Quebec have certainly won a greater share of public esteem.

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WARRANTY OF DIAGNOSTIC SURVEY SCHEDULES FOR ONE-ROOM SCHOOLS

ANALYSIS OF DIVISIONAL SALARY SCHEDULES FOR ONE-ROOM SCHOOLS

	Acadia	Athabasca	Berry Creek	Bonnyville	Bow Valley	Calgary	Camrose	Castor	Clover Bar	Drumheller
1st Year	1000	1000	1000	1000	1000	1000	1050	1000	1000	1000
2nd	1050	1050	1050	1050	1050	1045	1100	1050	1050	1100
3rd	1100	1100	1100	1100	1100	1080	1175	1100	1100	1200
4th	1150	1160	1150	1150	1150	1135	1250	1150	1150	1300
5th	1200	1230	1200	1200	1200	1180	1350	1220	1200	1400
5-Year Total	5500	5540	5500	5500	5500	5450	5925	5530	5500	6000
6th Year	1250	1310	1275	1250	1250	1225	1450	1250	1250	1500
7th	1300	1400	1350	1300	1300	1270	1550*	1340	1300	1600*
8th	1350	1500*	1425	1350*	1350	1315	1650	1400	1350	1600
9th	1400	1500	1500*	1350	1400	1360	1750	1450	1400	1600
10th	1450	1500	1550	1350	1450*	1400*	1850	1520*	1450	1600
10-Year Total	12250	12750	12550	12100	12250	12020	13575	12530	12250	13900
	11th 1500 12th 1550*	Incremented from Sep. 1939.	I.C. or L.A. 1200 (Max.)	P.E. 50x4 1944 schedule	P.E. 50x4 I.C. 50x2	P.E. 30x5	P.E. 50x1 P.E. 75x2 L.A.—Less 100 (min. 1050)	I.C. or L.A. 1200 (Max.)	11th 1500* P.E. 50x4	P.E. 100x2 I.C. 100x2 (max. 1200)

	East Smoky	Edson	E. I. D.	Fairview	Foothills	Foremost	Gr. Prairie	Holden	Killam	Lac La Poudre
1st Year	1000	1000	1000	1000	1000	1000	1000	1050	1100	1000
2nd	1050	1050	1080	1100	1060	1080	1100	1100	1130	1050
3rd	1100	1100	1160	1200	1120	1160	1200	1150	1160	1100
4th	1150	1150	1240	1250	1180	1210	1250	1225	1190	1160
5th	1200*	1200*	1320	1300	1240	1260	1300	1300	1220	1230
5-Year Total	5500	5500	5800	5850	5600	5710	5850	5825	5800	5540
6th Year	1200	1250	1400	1350	1300	1310	1350	1350	1250	1310
7th	1200	1300	1480	1400*	1360	1360	1400*	1400	1280	1400
8th	1200	1350	1560	1400	1420	1410*	1450	1450	1310	1500*
9th	1200	1410*	1600*	1400	1420	1410	1400	1500	1340	1500
10th	1200	1410	1600	1400	1420	1410	1400	1550	1370	1500
10-Year Total	11500	12220	13440	12800	12520	12610	12800	13075	12350	12750
	I.C. 50x3	P.E. 50x6 I.C.— 1000 (max.)	P.E. 50x4 Increments computed from Sep. 1939	P.E. 100x2 I.C. or L.C. 100x2	P.E. 60x3 1944 Schedule	P.E. 50x7	11th 1400* I.C. 100x2	11th 1600*	11th 1400* P.E. 80x10 S.C. and L.C. 80x10 (max.)	P.E. (new members) 50x2: 80x1: 70x3: 60x1: I.C. 50x2

	Lac Ste Anne	Lamont	Lethbridge	Macleod	McLennan	Medicine Hat	Neutral Hills	Olds	Peace River	Pembina
1st Year	1000	1000	1000	1050	1000	1100	1000	1050	1000	1000
2nd	1050	1050	1060	1110	1100	1150	1050	1100	1050	1050
3rd	1100	1100	1120	1170	1200	1250	1100	1175	1100	1100
4th	1150	1150	1180	1230	1250	1300	1150	1250	1150	1160
5th	1200	1240	1240	1290	1300	1350	1200	1350	1200	1230
5-Year Total	5540	5540	5600	5850	5850	6150	5500	5925	5500	5540
6th Year	1250	1300	1300	1350	1350	1400	1250	1450	1250	1310
7th	1300	1350	1360	1400	1400*	1450	1300	1550*	1300	1400
8th	1350*	1420	1420	1470	1470	1500	1350	1600	1350	1500*
9th	1400	1450	1450	1500	1500	1550	1400	1650	1400	1500*
10th	1450	1500	1450	1550	1550	1600	1450	1700	1450	1550*

6th Year	1310	1300	1350	1400	1250	1450	1250	1310
7th Year	1400	1420*	1360	1410	1400*	1450	1300	1400
8th Year	1500*	1420	1420	1470	1400	1450	1350	1500*
9th Year	1500	1420	1420	1520	1400	1550	1450	1500
10th Year	1500	1420	1540	1590	1400	1650	1450	1500
10-Year Total	12750	12550	12700	13200	12800	13650	12250	12750
	I.C. 50x2	Increments compounded from 1939	11th 1600* P.E. 60x3	11th 1600* I.C. 60x2	I.C. 100x2	12th 1650 13th 1700 14th 1800 15th 1850* P.E. 50x6	11th 1500 12th 1500* 13th 1500 *If served 5 consecutive years in Division I.C. 50x2	P.E. (since 1937) 50x2, 50x1, 70x1, 80x1, 90x1 I.C. 50x2

1st Year	1000	1050	1100	1050	1044	1000	1000	1150	1000
2nd Year	1060	1125	1150	1092	1092	1080	1050	1200	1050
3rd Year	1120	1200	1200	1175	1164	1100	1100	1275	1100
4th Year	1180	1300	1250	1248	1248	1160	1150	1375	1150
5th Year	1240	1400	1350	1356	1356	1230	1200	1475	1200
5-Year Total	5600	6075	6000	5925	5904	5540	5500	6475	5500
6th Year	1300	1500	1350	1450	1464	1310	1250	1550	1250
7th Year	1360	1550*	1400	1550*	1572*	1400	1400*	1600	1300
8th Year	1420	1550	1450*	1560	1572	1375	1400	1650*	1350
9th Year	1480	1550	1450	1550	1572	1450	1450	1650	1400*
10th Year	1540*	1550	1450	1550	1572	1500	1400	1650	1400
10-Year Total	12700	13775	13100	13575	13556	12750	12400	14575	12200
	11th 1600* *to be effective 1939 and 1940 L.C.—P.E. 1200 1/2 for six years W.E.C.—2 (150 max.)	P.E. 1 or 2 yrs. exp. start at 1125 8 for 1939 and 1940 L.C.—P.E. 1200 W.E.C.—2 (150 max.)	S.C.C. 50x3 (1250 max.) L.C. 50x2 (1200 max.)	P.E. 50x1 L.A. 1050 (max.) I.C. 50x1 and 75x1	P.E.—3 increments S.C.C. or S.C. 2 increments I.C. 1044 (max.) W.E.C.—2 increments if attended S.S.	I.C. 50x2 P.E. (Compted from 1939) 50x2, 60x1, 70x1, 80x1, 90x1	11th 1600* P.E. 50x6 S.C.C. 50x3 I.C. 50x2	P.E. 50x2 L.A. 1050 P.S.C. or W.E.C. or 1100 (min.) P.E.I.C. 1200 (min.)	P.E. 50x3 If not qualified to teach G.C. 1250 (max.) I.C. 1050 (max.)

1st Year	1000	1008	1000	1000	1000	1050	1000	1000	1000
2nd Year	1060	1068	1050	1050	1060	1125	1100	1100	1050
3rd Year	1120	1128	1100	1100	1120	1220	1150	1175	1100
4th Year	1160	1188	1150	1150	1180	1275	1200	1250	1150
5th Year	1200	1248	1200	1200	1240	1340	1250	1325	1200
5-Year Total	5540	5640	5500	5500	5600	5980	5750	5900	5500
6th Year	1310	1308	1250	1275	1300	1385	1300	1400	1250
7th Year	1400	1368	1300	1350	1360	1440	1350	1475	1300
8th Year	1500*	1428	1350	1425	1420	1495	1400	1550*	1350
9th Year	1560	1464	1400	1500*	1480	1550*	1450	1550	1400
10th Year	1500	1500*	1450	1500	1540*	1580	1450	1550	1450
10-Year Total	12750	12708	12250	12550	12700	13400	12700	13425	12250
	P.E. 50x2 60x1 80x1 I.C. 50x2		11th 1600* P.E. 25x1 90x4	I.C. or L.A. 1250 (Max.)	*If attended S.S. within last 5 yrs.	L.C.—75x3 65x1	L.C. 50x3	P.E. 50x1 75x2	11th 1500* P.E. 50x3

* Maximum
P.E.: Past Experience
N.B.: Where no reference is made to
Past Experience, full allowance
is given for Past Experience
whether served in the Division
or elsewhere.

I.C.: Interim Certificate
L.A.: Letter of Authority
L.C.: Lapsed Certificate
S.C.C.: Second Class Certificate
S.S.: Summer School
E.I.C.: Elementary and Intermediate
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Note: Special consideration is given by a
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Stettler	1650
Smoky Lake	1600
Drumheller	1600
Macleod	1600
Holden	1600
E. I. D.	1600
Lethbridge	1600
Vermilion	1580
Rocky Mountain	1572

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ORDER OF MERIT 5 YEARS

1.—Stettler	18.—Holden	36.—Acadia
2.—Medicine Hat	19.—E. I. D.	"—Berry Creek
3.—Vermilion	"—Killam	"—Bonnyville
4.—Ponoka	21.—Wainwright	"—Bow Valley
5.—Drumheller	22.—Foremost	"—Clover Bar
6.—Provost	23.—Strawberry	"—East Smoky
7.—Vegreville	24.—Foothills	"—Edson
8.—Camrose	"—Lethbridge	"—Neutral Hills
"—Olds	"—Pincher Creek	"—Peace River
"—Red Deer	"—Two Hills	"—Smoky Lake
11.—Rocky Mountain	28.—Castor	"—Stony Plain
12.—Wetaskiwin	28.—Athabasca	"—Sturgeon
13.—Fairview	30.—Lac La Biche	"—Sullivan Lake
"—Grande Prairie	"—Lac Ste. Anne	"—Wheatland
"—McLennan	"—Lamont	50.—Calgary
"—Macleod	"—Pembina	
"—Spirit River	"—Slave Lake	
	"—St. Paul	

ORDER OF MERIT 10 YEARS

1.—Stettler	18.—McLennan	35.—Foothills
2.—Drumheller	"—Spirit River	36.—Castor
3.—Ponoka	20.—Athabasca	37.—Smoky Lake
4.—Rocky Mountain	"—Lac La Biche	38.—Killam
5.—Medicine Hat	"—Lac Ste. Anne	39.—Acadia
6.—Vermilion	"—Pembina	"—Bow Valley
7.—Camrose	"—Slave Lake	"—Clover Bar
"—Olds	"—St. Paul	"—Neutral Hills
"—Red Deer	26.—Strawberry	"—Peace River
10.—E. I. D.	27.—Lethbridge	"—Sturgeon
11.—Wetaskiwin	"—Pincher Creek	"—Wheatland
12.—Vegreville	"—Two Hills	46.—Edson
13.—Macleod	"—Wainwright	47.—Stony Plain
14.—Provost	31.—Foremost	48.—Bonnyville
15.—Holden	32.—Berry Creek	49.—Calgary
16.—Fairview	"—Lamont	50.—East Smoky
17.—Grande Prairie	"—Sullivan Lake	

N.B.—The salary schedules for the St. Mary's and Taber Divisions have not
been included in this analysis as they were not received in time.

Note corrections made on original table. These corrections, arising from
difficulties in interpretation of the meaning of the sections of the schedules
forwarded by School Boards, were made on request.

Large Units in Operation in Saskatchewan

IMPROVED health services, extended high school facilities, development of school libraries, and building and repair programs, are being undertaken on a widespread scale by newly-organized larger school unit boards in Saskatchewan, Education Minister W. S. Lloyd announced recently.

In a review of progress made in formation of the larger school units, Mr. Lloyd praised the initiative being shown by the unit boards. Programs were being worked out on a co-operative basis between the unit boards and the district boards within the units.

"To date," said Mr. Lloyd, "26 larger units, comprising slightly more than one-third of the province, have been set up. The expectation is that there will be about 66 larger units when re-organization has been completed."

Something new is being tried out by several units in the employment of helping teachers," said Mr. Lloyd. These teachers have to be "top-notch rural school teachers." Their particular job will be to iron out problems arising in the unit schools, and they will stay with the local teacher until such problems have been solved successfully. They will also be available for substitute work when the regular teacher is absent on account of illness or other cause.

Because of their special skills, the "helping teacher" will be paid a higher salary than the ordinary rural school teacher receives and a special grant of \$700 annually will be made to unit boards which provide this service.

Medical examinations for all school children, public health nursing service, dental care, immunization work,

and hot noon lunches were among the health measures being adopted by the unit boards, said the Minister.

A good many unit boards were also taking an active interest in providing high school facilities for their districts. In some cases rooms were being added to existing schools for high school work. Cost of transportation was being paid, as well as fees, while there were cases where financial aid was being extended to students for board and room away from home.

Two unit boards at least are establishing dormitories for high school students, one at Meadow Lake, the other at Foam Lake. They will be operated under excellent supervision, and at a low cost to the parents.

A notable advance was being made in building up school libraries, declared Mr. Lloyd. Expenditures for such purposes have been very low in the past. Now most of the larger units are spending at least \$15 to \$30 on this phase of school work, while units with surpluses have not hesitated at outlays up to \$100. In one instance, expenditure on library books, for general reading purposes, jumped from \$475 last year to \$2,500 this year, in the West Saskatoon Unit.

Reference and lending libraries are being maintained at several unit headquarters, for the use of teachers and students. In successful operation at Kindersley is a circulating library, with 20 boxes of books being sent from one school to another.

Unit boards are also taking keen and enthusiastic interest in upkeep of their buildings, Mr. Lloyd pointed out.

"There are two features to this building program," the minister added.

ed. "The first is that the boards are making definite plans to do all the new building and re-modelling work now necessary, and the second is that a great deal of this building is being done from current revenue. There is thus a considerable saving to rate-payers on debentures, interest on bank, loans, etc."

Several units have hired repair crews on a full-time basis. They work out from unit headquarters, keeping all buildings in first-class condition.

Supervision was more satisfactory under the larger units, Mr. Lloyd believed. The new units are smaller in area than the old superintendencies; therefore each superintendent has fewer teachers under his jurisdiction, fewer administrative duties, and has an opportunity to establish more satisfactory supervisory programs.

Superintendents previously handling up to 155 schools now have on the average about 80 on their list.

The Finance of Educational Investment

I gather that the United States Chamber of Commerce has issued a report entitled "Education—an Investment in people." I have not seen the document myself, but the *Manchester Guardian* evidently has, for it quotes from it and makes comments. "There is nothing, it seems, like a good grounding in Latin for loosening purse-strings, and he who masters the higher mathematics is lost without a telephone. Nevada, which lavishes most money (\$102) on each pupil in the year, also has the highest retail sales and buys the most magazines; Mississippi, with the most niggardly school budget (\$21), is at the bottom of every 'index of economic advance.' The four westernmost States spend on the average four times as much per pupil as the four least reconstructed members of the deep South; they also boast four times as many telephones and magazine subscriptions."

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**THE DIRECTOR, DEPARTMENT OF EXTENSION
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A Workshop . . . for CITIZENSHIP

By F. W. Peers, M.A.

THE Canadian Parliament has been discussing the legal qualifications of a Canadian citizen, and the advisability of having distinctive symbols of citizenship. But probably it is more important for the average man to consider what makes a person a citizen in the moral and practical sense, and what saves him from becoming just another unimportant cog in the state machine.

Well, I think we might all agree that to be a citizen a person must take part in the public affairs of his country. But what kind of part? The civics textbooks used to tell us the duties and responsibilities of the citizen: to obey the law, to keep informed, and to vote. But the age in which we are now living does not admit of such easy answers. We cannot afford to speak only once in four or five years, and then for the rest of the time lapse into silence behind our newspapers. People must make their participation in public affairs a continuous process, whether those affairs be local, national or international.

All this might seem very difficult in a modern, highly complex society. But at least one way has been worked out by which the citizen can face the problems which confront us, arrive at reasoned conclusions, and decide upon a basis for sound democratic action. This is the great contribution of "Citizens' Forum," which is sponsored jointly by the Canadian Association for Adult Education and the Canadian Broadcasting Corporation. It has been aptly described as

a workshop for democratic citizenship. Here's how it operates.

The starting point for Citizens' Forum is a radio broadcast. Each Tuesday evening, over the national C.B.C. network, three speakers open up a question of vital importance. Groups of people are formed to meet in neighborhoods, churches, schools, organizations of all kinds, to listen to the broadcasts and to go on from there to explore the subject themselves. Study bulletins, providing background information, questions and suggestions for discussion, are prepared at the National Citizens' Forum Office and sent out to groups previous to the broadcast.

Citizens' Forum study bulletins carry questions on which the groups report back their opinions to the Provincial Secretaries. These Forum findings are summarized on the air each week. At the end of the year, they are analyzed on a national basis and distributed to the groups and to government officials and departments. In this way, one part of the country learns what the other parts are thinking and what action they are taking. And our government hears from us, the citizens.

Local Forums have most often been simply neighborhood groups, with an average of perhaps ten members. As such, they have been found invaluable in promoting friendship, tolerance, and a recognition of opposing views. They have, however, been formed by all sorts of organizations, such as Home and School Associations, community

clubs, labor unions, church groups and professional societies. These organizations have discovered that Forums create an active, participating membership, and develop potential leadership. Teachers have found the discussions and study bulletins an indispensable aid in their Social Studies classes. Young people want to express themselves on public questions, and the discussion group method is one of the best ways. Citizens' Forum provides the framework.

Naturally, the more people who take part in Citizens' Forum, the better instrument it becomes in giving effect to democratic citizenship. There is no reason why every hamlet and village in Alberta should not have a local Forum, or at least those which are within range of the radio stations which broadcast the programmes: CFAC, Calgary; CJOC, Lethbridge; CKUA, Edmonton; and

CBK, Watrous. Every large town should have several Forums. To start a Forum requires only that one person in the community do one thing—invite the neighbors into his home one evening to listen to a broadcast and to consider organizing a Forum. The rest is easy. The provincial office of Citizens' Forum will be glad to give full information about methods of carrying on discussion, cost of the study bulletins (which is the only registration fee), and the necessary forms for reporting conclusions reached.

In Alberta, the provincial office of Citizens' Forum is the Department of Extension, University of Alberta, Edmonton. You are invited to write for the list of topics which will be discussed, and the dates of the broadcasts. Then plan to start a Forum in your neighborhood, in your organization, or in your school. Make democracy work.

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Ponoka and Bashaw Teacher Disputes Settled by Arbitration

PONOKA

The Board of Arbitration, composed of Judge Joseph Patrick McIsaac, Chairman, John W. Barnett, Esq., representing the teacher employees of the Ponoka School District, No. 423, and William H. Kanewitt, representing the Board of Trustees of the Ponoka School District, No. 423, appointed pursuant to the provisions of The Industrial Conciliation and Arbitration Act being Chapter 280, R. S. A., 1942, and amendments thereto, for the purpose of hearing the matters in dispute between the Board of Trustees of the Ponoka School District, No. 423, and the Teacher Employees of the Ponoka School District, No. 423, having met at the Town of Ponoka on the

27th day of June, 1945, and heard the evidence adduced and counsel for both parties to the dispute, agree and award as follows:

(1) The minimum salary for teachers employed in the elementary, intermediate and high school grades by the Ponoka School District, No. 423, shall be \$1200.00, \$1300.00 and \$1500.00 a year respectively, and the maximum salary for the respective grades, attained by annual increments of \$50.00 a year, or as provided in sections 4 (a) and 4 (b), shall be \$1550.00, \$1650.00, and \$1850.00 a year.

(2) Any high school teacher with a full University Degree shall be paid \$150.00 a year in addition to his salary as fixed hereunder, and, any

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high school teacher, who has credit at a University for one year, shall receive an additional sum of \$50 a year, and any high school teacher who has a two-year credit at a University shall receive the sum of \$75.00 a year, in addition to his (her) salary.

(3) *Additional allowances for special qualifications:*

(a) Any teacher employed by the Board, who holds a Senior Primary Certificate, shall be entitled to the sum of \$100.00 a year, in addition to his (her) salary as fixed hereunder and by the schedule.

(4) *Additional allowances or increments for past experience:*

The following allowances or increments shall be made for past experience:

(a) Experience under other Boards in Alberta: \$25.00 a year up to a maximum of four years.

(b) Experience with the Ponoka School District, No. 423, \$50.00 a year, up to a maximum of four years.

(5) The Household Economics and Shop teachers, owing to certain arrangements they have with other School Districts, may enter into separate contracts with all Districts concerned, and, no recommendation or award is made regarding them by this Board.

(6) An additional allowance or increment of \$50.00 a year shall be paid to a teacher teaching music in grades other than his (her) own; provided he (she) holds a Senior Certificate in Music.

(7) An additional allowance or increment up to \$50.00 a year may be paid to a teacher for any extra work or service done by him (her) for the benefit of the school, apart from his (her) regular teaching duties.

(8) In addition to his (her) salary as teacher, the Principal of the school shall be paid a supervisory allowance of not less than \$50.00 for each room in the school other than his (her) own.

(9) The findings and awards made herein shall be effective as from March 1st, 1945.

(10) This schedule shall be subject to negotiations any year; provided either party gives thirty days' notice, prior to December 1st in such year, of their desire to enter into negotiations.

(11) No teacher on the staff of the Ponoka School District, No. 423, when this award goes into effect, shall receive less than his (her) present salary; however, should the salary be above schedule, no increment shall be paid until the amount payable under the schedule is equal to his (her) present salary.

BASHAW

The Board of Arbitration, composed of Judge Joseph Patrick McIsaac, Chairman, John W. Barnett, Esq., representing the teacher employees of the Bashaw School District, No. 2571, and James A. Marshall, Esq., representing the Board of Trustees of the Bashaw School District, No. 2571, appointed pursuant to the provisions of the Industrial Conciliation and Arbitration Act being Chapter 280, R. S. A., 1942, and amendments thereto, and Order-in-Council 1135/45, for the purpose of hearing the matters in dispute between the Board of Trustees of the Bashaw School District, No. 2571, and the Teacher Employees of the Bashaw School District No. 2571, having met at the Town of Bashaw on the 12th day of July, 1945, and heard the evidence adduced and counsel for both parties to the dispute, agree and award as follows:

(1) The minimum salary for teachers employed in the elementary (I to

VI), intermediate (VII to IX), and high school (X to XII) grades by the Bashaw School District, No. 2571, shall be \$1150, \$1300, and \$1500 a year, respectively, and the maximum salary for the respective grades, attained by annual increments of \$50, or as provided in section (4), shall be \$1600, \$1700, and \$1900.

(2) Any teacher with a full University Degree shall be paid \$150 a year in addition to his (her) salary as fixed hereunder, and any teacher who has credit at a University for one year, shall receive an additional sum of \$50 a year, and, any teacher, who has a two-year credit at a University shall receive the sum of \$75 a year, in addition to his (her) salary.

(3) *Additional allowances for special qualifications:*

(a) Any teacher employed by the Board, who holds a full Primary Certificate, shall be entitled to the sum of \$100 a year, in addition to his (her) salary as fixed hereunder and by the schedule.

(b) Any teacher employed by the Board, who holds a Specialist Diploma shall be entitled to the sum of \$25 a year, in addition to his (her) salary as fixed hereunder and by the schedule:

Provided, however, that these certificates or diplomas shall not be recognized in this section unless they are specifically applied in the teaching of particular subjects or options.

(4) *Additional allowances or increments for past experience:*

The increment or allowance for each year of past services shall be \$50; provided, however, that the max-

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imum allowance for experience as a teacher shall not exceed 4 increments of \$50—\$200 in all.

(5) In addition to his (her) salary as teacher, the Principal of the school shall be paid a supervisory allowance of not less than \$50 for each room in the school other than his (her) own.

(6) If the Board deems it advisable it shall have the right, at any time, to increase the salary of a teacher, who has been in the employ of the Board for one term at a sum above the schedule not exceeding \$100 a year.

(7) The findings and awards made herein shall be effective as from March 1st, 1945.

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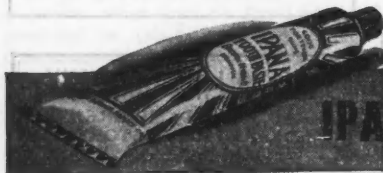
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Grade Taught..... Class Enrollment.....

Turns with a BOOKWORM

"Helen's Poems."—This is a collection of poems written by the late Helen Moore, a former Primary teacher in this province, and a graduate of the Edmonton Normal School. Many of these poems were written for her pupils and for use in the classroom. A few have been published in educational magazines.

Among the "school" ones are a number of charming seasonal rhymes for Christmas, Hallowe'en and other special days dear to children.

Hallowe'en
"Shriek, Witch! Hoot Owl!
Jack o' Lantern grin!
Squeak bat! Howl cat,
As Hallowe'en whirls in."

Of the many Christmas verses, the story of the little mouse who found Christmas and Santa Claus would delight the smaller children.

And after the first snow there is the poem "Snow-Storm."

"Pillows of snow; billows of snow;
Miles of it, piles of it,—
Mountains of snow!
Little winds sigh, making it fly;
Puffing it, fluffing it,—
Tossing it high.

The poems about children show a wide sympathy and understanding.

Roller Skates

"I wish that I could find a pair
Of roller skates to use,
That would stand up and walk
around
As easily as my shoes."

Just Noise

"Ringalit, jingalit,
What do I hear?
Dingalit, springalit,
Nothing to fear,
Only a little girl playing my dear!"

Then there are those that paint pictures that are Alberta.

October

"October came. The fields were
stripped of grain.
High over head we heard the wild
geese cry:
Southward again."

The Old and the New

"The Pembina ran high in June,
We drove to its sandy rim
We built a raft of the wagon
boards
And made the oxen swim."

"Small Town (or Up the Line)"
paints a picture familiar to most of us.

There is an appealing beauty in the more adult poems. Here is a stanza from "The Wind's Sorrow":

"A low voice speaks amid the rain's
soft droning,
Listen, and you will hear the
wind's dull moaning:
"The earth I see, the sky, and all
between
But I forever must remain un-
seen!"

Teachers will be interested in this little volume. They will find many poems to enjoy with their children. Perhaps those who have a talent for doing this sort of thing themselves will be encouraged to continue.

NEW ARRIVALS

School Boards and Superintendents, by Ward G. Reeder; *Curriculum Principles and Social Trends*, by J. Minor Gwynn; *The Meaning of Democracy*, by Russell & Briggs; *Social Studies and World Citizen*, by L. J. Brimble and F. May; *Seven Psychologies*, by Edna Heidbreder; *Machine Shop Mathematics*, by D. E. Bridge; *Psychology of the Elementary School Subjects*, by Luella Cole; *Teaching the Social Studies*, by Edgar Bruce Wesley; *The Teaching of Literature*, by Reed Smith; *The Girl's Daily Life*, by Van Duzer et al; *On Education*, by Sir Richard Livingstone; *Education in Democracy*, by Moller & Watson; *The Green Years*, by A. J. Cronin.

The A.T.A. Magazine

How Do You Say It?

This is a series of articles, the substance of radio talks by
Duncan Innes, M.A.,
of the McDougall High School, over Station CJCA at 1:15 Sunday afternoons

Which is correct?

FERTILE—FERtile or FERTill
PROGRESS—PROgress or
PRAWGress?

PEDAGOGY—PEDagoGy or PED-
agoJi? (Is the second G hard or
soft?)

PATRIOT—PATTriot or PAYT-
riot?

ALUMINUM — (AluminIum)—
ALyouMINyem or aLIUMinum?

COROLLARY—KORolari or ko-
RAWLeri?

REPATRIATE—rePATERiate or
rePATTriate?

LABORATORY—laBORatory or
LABoratory?

AGAIN—aGAYNE or aGEN?

EITHER—EYethuh or EEther?

Before reading further mark your choices in the list above. Mark them firmly so that you will not have any arguments with yourself later.

To begin with, the list above was chosen deliberately as an eye-opener to those who believe that there is one, and only one, correct pronunciation for every word in our language. No matter which ones of the pairs above you happened to choose, you were correct by some standard as proved by some dictionary... Accepted pronunciations of many words differ in various parts of the English-speaking world and even in the same community. In controversies over words, and in the school-room, it is unwise to turn to one dictionary and to decide from it that this is correct and every other version is wrong...

Let us check over the list. **FERTILE** used be pronounced with the short I sound in England. You can prove that for yourself by an examination of English poetry. Then,

probably because of the spelling, the long I sound crept in. In Britain today the preference is **FERTILE** with the second syllable sounded as **TILE**. Over here where we are much more conservative about such matters, the old pronunciation still prevails, although the new one is gaining ground...

The English prefer **PROgress** with the long O; the Americans, **PRAWGress**. Both are heard commonly in Canada. In such a case the sound of the word deserves consideration. Let your ear be your guide and you will say **PROgress**...

The preference in England is for **PEDAGOGY** with both G's hard. The **GOG** syllable rhymes with **LOG**. The Americans prefer to soften the second G to a J sound and so do we.

PATRIOT and **REPATRIATE** in England have the short sound of A; **PAT** rhymes with **MAT**... In the United States and Canada we have not yet accepted the change; we prefer the long A and sound the stressed syllable as **PATE**. Many of those returning from England have picked up the English version in the "repat" depots. Whether their influence will have a permanent effect here remains to be seen.

The English pronounce **ALUMINIUM**, spelled with an extra I, with the accent on **MIN**... You say it that way in Canada at your own risk.

Canadian geometry teachers pronounce **COROLLARY** with the accent on the **FIRST** syllable; the English accent the second syllable.

LABORATORY with the accent on the second syllable has become popular in England lately. Pronu-

ciation is generally considered affected here. The spelling pronunciation aGAYNE for AGAIN is popular in England and is heard in Canada to some extent. . . . The traditional aGEN is still very much the preference here. . . . AGAIN needs to be watched in reading English poetry. The poets use the two pronunciations as RHYME and RHYTHM may require.

The Irishman who is supposed to have said that AYTHER is correct had a very good case. EITHER was once sounded as AYTHER in England; later it became EETHER in conformity with other words having EI. Later still the EI as EYE became popular. There is a story that the Long I came in with some member of the royal house of Hanover. In German EI has the sound of Long I. Whatever the origin, EITHER, with the long I at the beginning, is more popular in England. Any one who went to school in England uses it naturally. . . . But it is worth observing that the Englishman softens the final R. In Canada, the combination of the I with the harsh UR is a constant shock to sensitive ears. Unless EITHER is pronounced as the English really say it, it is better to use the Canadian EETher. Perhaps it is better anyway.

The preferences given are based on AN ENGLISH PRONOUNCING DICTIONARY by Daniel Jones and A PRONOUNCING DICTIONARY OF AMERICAN ENGLISH by KENYON and KNOTT. . . . It is important to remember that these are preferences only. Many an Englishman says EETHER; many an American says PROgress. . . . In addition, many dictionaries do not agree on many words; and no dictionary reflects CANADIAN usages.

At this time of the year the question of THRESH or THRASH may come up. There isn't much to choose between the two. Either spelling is acceptable with the pronunciation ac-

cordingly. Some persons try to make a distinction between the two; thresh for the separation of grain from the plant, and thrash for the punishment of those who need correction. The distinction is generally disregarded. The Oxford English Dictionary tells us that THRESH is the older form and historically correct. In the distant past, THRESH meant to rattle or make a noise; later, the noise of feet treading out the grain. Say THRESH or THRASH as inclination, or the occasion, may warrant.

The controversy over meat rationing has increased the use of the word BUTCHER. The BUTCHER of today has wider functions than he had formerly when he was only a slaughterer of GOATS. . . . The old French word BOC meant a buck goat. . . . A bochier was a slaughterer of buck goats. Bochier became bocher in Middle English, and from that our modern butcher. Tell that to your local butcher and see what he thinks about it.

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Official Bulletin, Department of Education

No. 88

New High School Regulations

Copies of the revised Regulations, concerning the Programme of Studies for the High School, of the Department of Education for the year ending June 30th, 1946, were mailed in August to the secretaries of all schools in which any high-school work is being done. If the principal of any school has not received a copy, he should ask his secretary for it. If the secretary should not have his copy as yet, one may be had by request from the Department of Education.

The attention of principals and teachers is directed particularly to the following new paragraphs in the Regulations. A reading of the following should not be considered sufficient to inform the principals and teachers fully with regard to the Regulations. A careful reading of the whole pamphlet is recommended. New sections include:

Page 7, 1 (b). Students promoted with "C" standing from Grade IX may not take during their first year in Grade X any of the "Group A" or "Academic Electives."

N.B.:—This regulation should be noted by all principals; for it involves a change from the regulations for the years 1943-44 and 1944-45, and reinstates a regulation in effect during 1942-43 and years prior thereto.

Page 11, 11. Science Required for the High-School Diploma. All students who qualify for the High-School Diploma at mid-summer, 1946, or thereafter, must hold credits for at least one course in high-school Sci-

ence: whether Physics 1, Chemistry 1, Science 1, General Science 1, Biology 1 or Geology 1.

Page 11. READING TESTS—

GRADES X, XI and XII

All students in Grades X, XI and XII are required to take a Reading Test in Vocabulary and Comprehension on Wednesday, September 26, 1945. The Department of Education will distribute copies of the test early in September. Principals are requested to report their students' scores on this test to the Examinations Branch of the Department not later than October 10th, 1945.

Page 12. Grade X, Group D, General Electives include General Mathematics 1 (3 or 5 credits).

N.B.:—If the principal finds it possible to arrange for 5 periods in General Mathematics 1 within the cycle of his time-table, this is the preferable plan for this unit. If time-table exigencies or the credit limit for the school make the 5-period arrangement difficult, then this unit may be given 3 periods within the cycle of the time-table.

General Mathematics 1, 2 and 3 are dealt with in Bulletin 1, not Bulletin B; a correction should be made on page 5.

Page 12, 2. On approval from the Department, a principal of a large school may be permitted to organize classes in Art 1, Music 1 and/or Dramatics 1 on a three-credit basis (three periods a week in place of the required four periods a week), if he can show to the satisfaction of the Department that the organization of his programme benefits from such a

deviation. It must be noted on his Form A card, and be shown in his Confidential Report, with a statement explaining the circumstances.

Page 13, 3. The regulations concerning Physical Education and Health are the same as those in effect during 1944-45:

- (a) Physical Education 1 (3 credits) and Health 1 (2 credits) are compulsory for all students in their first year of high-school work.
- (b) Physical Education 2 (3 credits) and Health 2 (2 credits) are electives for students who have obtained at least a "B" standing in Physical Education 1 and Health 1, respectively.

Page 13. Directions Re First-Year Electives.

1 (b). Students promoted with a "C" standing from Grade IX may not elect a subject from Group A during their first year of high school.

1 (c). A "C" student wishing to take either Algebra 1 or Geometry 1 in Grade XI must secure credits in General Mathematics 1 in Grade X (either 3 or 5 credits); and a "C" student wishing to take either Physics 1 or Chemistry 1 in Grade XI must secure credit in General Science 1 or Biology 1 or Geology 1 in Grade X.

1 (d). Hereafter, there will be no forfeiture of credits if a student takes General Mathematics 1 and afterwards Algebra 1 or Geometry 1; or if a student takes General Science 1 and afterwards Chemistry 1 or Physics 1.

1 (e). No student may take both General Mathematics 1 and another course in Mathematics during the same year. Similarly, no student may take both General Science 1 and another course in Science during the same year, unless the other course be either Biology 1 or Geology 1.

Page 16. Directions Re Second-Year Electives.

3 (b). A "C" student wishing to take either Algebra 1 or Geometry 1 in Grade XI must secure credit in General Mathematics 1 in Grade X

(either 3 or 5 credits); and a "C" student wishing to take either Physics 1 or Chemistry 1 in Grade XI must secure credit in General Science 1 or Biology 1 or Geology 1 in Grade X.

3 (c). Hereafter, there will be no forfeiture of credits if a student takes General Mathematics 1 and afterwards Algebra 1 or Geometry 1; or if a student takes General Science 1 and afterwards Chemistry 1 or Physics 1.

3 (d). No student may take both General Mathematics 1 and another course in Mathematics during the same year. Similarly, no student may take both General Science 1 and another course in Science during the same year, unless the other course be either Biology 1 or Geology 1.

Page 27, 13 (iii). Hereafter, pupils in high-school rooms, in which high-school grades only and not more than two such grades are taught, may be granted as many as thirty-five (35) credits for one year's work, provided all other requirements governing the programme are met.

Page 28, 17 (i). A correction should be made. Forms A and B were sent to

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every school in which Intermediate and high-school grades are taught in the first week of September. The principal of each school is asked to complete the Form A and B cards and return them to the Inspector or Superintendent for approval before September 20, 1945.

All card forms shall be returned to the Examinations Branch with the inspector's approval endorsed thereon before October 15, 1945.

Requirements for Matriculation are given at length on Pages 37 to 44. This section is more complete than in former Regulations.

The course in Social Studies 3 outlined in the Regulations (Pages 45 to 54) supersedes all outlines of this course which have been issued previously. This is the outline which should be followed by all Social Studies 3 classes.

The courses outlined for Social

Studies 1 and English 1 (Pages 53 to 72) are those which are to be followed by classes in these units. No change has been made in the outlines for these units.

Attention is directed to the Important Notice Re Certain Textbooks on Pages 2 and 3 of the new Regulations.

Re: Biology 1 and Biology 2

The following supplements Sections 6 and 7, concerning prerequisites on pages 8 and 9 of the High School Regulations of the Department of Education for the year ending June 30, 1946.

In the case of Biology an exception is made to the rule that the first unit is a prerequisite which must be taken successfully before the second unit may be taken. Biology 2 may be taken by a student who does not hold credit in Biology 1. Although Biology 1 is not a prerequisite for Biology 2,

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credits shall not be granted to a student in both these units in the same year.

The two courses in Biology do not form a sequence. Biology 1 is a General Elective, designed to help the student understand some of the problems in Biology that are most likely to be met in everyday life. The course is informational rather than technical. It is *not* a prerequisite for Biology 2. Biology 2 is an Academic Elective of the Third Year, intended for students who have a special interest in Science, and who are preparing for university matriculation into a faculty in which they may specialize in science.

**Re: Algebra 1 and Geometry 1;
Physics 1 and Chemistry 1**

Section 2, Page 16 of the High School Regulations:

The following rule does not apply to the programme of a student in his third year or in any subsequent year of his high-school work:

"No student may elect both Algebra 1 and Geometry 1 in the same year; nor both Physics 1 and Chemistry 1."

Re: Teachers' Certificates

The regulations in regard to teachers' certificates have been amended as follows:—

Sec. I (e). The Elementary and Intermediate School Certificate, interim or permanent, is a license to teach in Grades I to X only of the Alberta School Programme: "Provided that the Minister may, on account of conditions arising out of the war, authorize the holder of an Elementary and Intermediate School Certificate to offer instruction in Grade XI subjects during the school years 1945-46 and/or 1946-47, if such teacher has completed approved courses in the Faculty of Education leading to a higher class of certificate, or if an inspector or superintendent of schools certifies that it has been impossible to engage in any school a teacher duly certifi-

cated for teaching Grade XI subjects."

**Re: Acting High School
Inspector**

Superintendent A. B. Evenson of Cardston has been appointed Acting High School Inspector for Southern Alberta. Mail for Mr. Evenson may be addressed to Cardston.

Re: Social Studies Bulletin

Copies of the fourth issue of the Classroom Bulletin on Social Studies have been sent to the Secretary of each School Division, and to the Secretary of each School District not within a division where high-school grades are taught. If you have not received your copy by October 8th inquire at the Secretary's office; each teacher of Social Studies is entitled to one free copy; additional copies may be purchased from the Department for ten cents each.

**Each Student's Programme
Must Be In Accordance With
the High School Regulations**

Copies of the Regulations of the Department of Education for the year ending June 30, 1946, relating to the Programme of Studies, Recommendations for Credit, and the Departmental Examinations in Third-Year Subjects have been forwarded to all schools in which high-school work is being done. If a copy of the Regulations has not been received by the Principal of any such school, a request that one should be forwarded should be made at once to the Department of Education.

Principals have a definite and very important duty in assisting each student to plan for a programme of subjects which meets the requirements of the Regulations in every particular. The school record should show, at least: (1) the standing of each student, including the grading and credits held at the beginning of the school year, and (2) the list of subjects which each student is including

in his programme for the current school year.

In connection with the selection of subjects by each student, careful consultation of the Regulations must be made, in order to make certain that there is no contravention of any of the rules or directions which might result in a disallowance of recommendation for credit at the end of the school year. *Principals and teachers have a professional duty and responsibility in understanding and applying the Regulations in their schools in such a way that there will be no need or possibility of disallowance of any subject included in an individual student's programme.* The Regulations are all necessary in the working out of the plan under which credits are granted on a non-examination basis.

Attention is directed particularly to the Regulations or Directions under which a number of disallowances became necessary at the end of the past school year. Reasons for disallowance derived from the following (arranged in order of frequency as causes for reduction of credits):

1. Minimum attendance requirements:

The Department of Education will require that students recommended for credit have received instruction during an attendance of not less than 150 days.

Students who enter a high school in January cannot be recommended at the end of the school year for more than six-tenths of the maximum number of credits available to full-time students in that school.

In all cases where students have attended less than 150 days (Page 23 of the High School Regulations), recommendations shall be supported by a statement setting forth the grounds on which such recommendations may reasonably be accepted.

Special cases of students presenting medical certificates or *bona fide* reports of other special circumstances, or of students changing schools

during the year, will be dealt with on their merits by the Department.

Students discontinuing attending school too early in the June term.

2. Rules covering prerequisite standing required before particular subjects may be selected for inclusion in individual students' programmes. (See pages 8 and 9 of the High School Regulations.)

3. Individual students' programmes exceeded the numbers of credits stated in the Regulations as applying to the schools attended. (See Sections 10 to 15, pages 26, 27 and 28 of the High School Regulations.)

4. "No student holding fewer than sixty-five (65) high-school credits may take instruction in more than three Academic Electives, or in more than three Commercial Electives, during one year, no matter of what year or years these electives may be." (Rule in black type on pages 8 and 18 of the High School Regulations. See lists of Group A and Group B Electives on pages 12, 15, 17.)

5. Subjects were taken which were not authorized for the particular schools. (See Section 19, page 28, of the High School Regulations.)

6. "No second-year General Elective (Group D) may be taken by a student during the first year of his high-school work." (See page 16 of the High School Regulations.)

7. "No third-year subjects may be taken by a student who does not hold

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forty (40) high-school credits." (See page 10 of the High School Regulations.)

8. "Credits shall not be granted to a student in two courses of the same subject during the same year." (See page 9 of the High School Regulations.)

9. "Second-Year Electives: Group A—Academic: Not more than three subjects to be elected from:

Algebra 1

Geometry 1

Chemistry 1

Physics 1

Latin 2

French 2

German 2

"Of these subjects, *one*, but not more, may be the second unit of a foreign language. In lieu of *one* of the three subjects to be elected, the first unit of a foreign language may be chosen from the list of Academic Electives for the First Year." (Pages 15 and 16 of the High School Regulations).

10. "No student may elect both Algebra 1 and Geometry 1 in the same year; nor both Physics 1 and Chemistry 1." (See page 16 of the High School Regulations.)

11. Instruction in particular subjects was commenced too late in the school year to permit granting of credits.

12. A very small number of students whose standing at the completion of the Grade IX year was "D" proceeded to take First-Year high-school courses. Complete disallowance of any credits claimed became necessary.

The following limitations should be observed: "Students promoted with a "C" standing from Grade IX may not elect a subject from Group A during their first year of high school."

A "C" student wishing to take either *Algebra 1* or *Geometry 1* in Grade XI must secure credit in *General Mathematics 1* in Grade X (either 3 or 5 credits); and a "C" student wishing to take either *Physics*

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1 or *Chemistry 1* in Grade XI must secure credit in *General Science 1* or *Biology 1* or *Geology 1* in Grade X.

"Students promoted with "C" standing from Grade IX may begin a foreign language in their second year."

With complete and careful attention given to the supervision and checking of each student's programme, the necessity of disallowing recommendations for credit, at the end of the present school year, should be reduced to a minimum which will involve only reduction in cases of attendance.

Audio-Visual Aids to Teaching

The circulation of moving picture films in the library of the Audio-Visual Aids Branch of the Department of Education is now under way. Film users are urged to book films *in advance* to insure their availability on the desired dates. Booking for a full term or even the full school year at one time is desirable.

The Visual Aids Bulletin on Filmstrips will have been distributed before this issue of the magazine appears. The filmstrips are now ready for circulation, and should be booked *in advance* if possible.

Upon request, classes in the operation of projectors will be arranged by the Audio-Visual Aids Branch of the Department of Education at such times as teachers may find it convenient to take instruction. Teachers who contemplate attending a Fall Convention in Edmonton, who wish to take instruction, should apprise the Audio-Visual Aids Branch well in advance. Arrangements might be made for instruction at other Convention

centres, provided requests are made in sufficient time.

Copies of the Teachers' Manual, also lists of films added to the library since the Manual was published, and the Bulletin on Filmstrips are available on request.

The following reference books on the use of visual materials as a classroom procedure are available for booking by teachers:

Audio-Visual Aids to Instruction (McKeown and Roberts)

Educational Motion Pictures and Libraries (Gerald D. McDonald)

Focus on Learning (Hoban)—American Council on Education.

How to Appreciate Motion Pictures (Dale)

Opaque Projection (J. Y. Taylor)

Visual Aids in Teaching (Jean Snider)

Visualizing the Curriculum (Hoban, Hoban and Zisman) (On order)

At a certain college in the North of New England the male students were not permitted to visit the resident lady boarders. One day a student was caught in the act of doing so and was court-martialed.

Said the Dean: "Sir, the penalty for the first offence is 50 cents, for the second offence, \$2.50, for the third, \$5, and so on up to \$15."

In solemn tones the trespasser inquired: "How much would a season ticket cost?"

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ATTENTION: General Secretary
and President of each Provincial
Organization of Teachers.

Dear Mr. Barnett:

Prior to the C.T.F. Conference in Vancouver, I was asked to serve on the National Advisory Committee for the National Clothing Collection to be carried on throughout Canada from October 1st to 20th.

I am now in receipt of a letter from the National Chairman, Mr. William M. Birks, Ottawa, pointing out the great urgency of this matter. The need in war devastated countries is beyond our comprehension, and we teachers along with all other citizens must do all we can to help fill it.

Teachers are key people in their communities, and the immediate and urgent problem of the National Committee is to see that every community, large and small, throughout the Dominion is immediately organized under its own local chairman for this very important campaign. Until such chairman or leader has been named in every community, the plans of the

National Clothing Committee cannot be carried out.

As your representative on the National Committee, I appeal to each Provincial Organization to contact immediately all of their Local District Associations and urge them to help at once to organize their communities for this national clothing collection campaign, and to see that the name of the local chairman or leader is sent in at the earliest possible moment to National Headquarters, National Clothing Collection, 130 Queen St., Ottawa, Canada. National Headquarters will be glad to supply any amount of printed material and co-operate with you in every way you can suggest to get action in this important problem of appointing a local chairman. Do not hesitate to communicate with them.

I know the Canadian Teachers well enough to be sure they can be depended upon in this emergency. May I emphasize the need for immediate action.

Yours fraternally,

E. F. WILLOUGHBY,
Immediate Past President,
Canadian Teachers' Federation.

Canadian Education Week Film

To publicize the achievements of Canadian Education, the National Film Board has consented to produce a short film on education which will be released to the theatres across Canada during Education Week, November 11-17. This film, entitled "Better Education—Better Canada," is being sponsored by the Canadian Teachers' Federation.

The preliminary arrangements for the film were completed by the Education Week Committee of the Quebec Provincial Association of Protestant Teachers, who were delegated by the Canadian Teachers' Federa-

tion to undertake this work.

It is expected that the film will also be available in 16 mm. width for showing on the regular National Film Board circuits, which reach communities having no theatre.

The short film, which includes scenes showing enterprise teaching, vocational counselling, industrial arts, and sports activities, illustrates the process of modern education. It emphasizes the necessity for close co-operation between home and school, and shows how Canadian young people are being trained to serve in a democratic society.

INDUSTRIAL ARTS

By A. P. Tingley, B.A.,
Supervisor of Industrial Arts

Ours Is The Challenge

AS WE approach the opening of the fall term, Industrial Arts Instructors throughout the Province will be turning their thoughts towards program organization and implementation. *Certain definite basic concepts should guide us in our thinking and govern our decisions*, in order that the students under our instruction may reap the optimum in achievement and standards of attainment. The instructor should recognize that it is his primary obligation to adapt the program to the needs of the pupils as revealed by their interests, experience and degree of ability. Every opportunity should be seized that will make apparent to the learner the growing sense, on his part, that he is finding his capacities, and in the reflection of his discovery upon the life of the community.

Bearing in mind that the environment and equipment are important factors in enlisting the interest and application of students, *a definite effort should be made to make the shop environment bright, attractive and interesting*. Old shopworn charts and drawings might well be discarded and replaced by attractive visual aids. Accumulations of useless materials and odds and ends that only serve to clutter up a shop should be removed. Storage cupboards, shelves and lumber rooms should undergo a thorough housecleaning. The application of paint in bright harmonizing colors will do much to relieve the drab effect that is so often found in the shop environment.

The sequence of units of instructions should be adjusted to meet class, school, home and community needs.

Related subject-matter should be carefully selected and presented in such a manner as to arouse and foster interest in the medium under discussion.

The matter of project determination is one of prime importance and should receive careful attention. An open-door policy of project selection, if permitted in the intermediate grades, can only lead to chaos. If tasks are below the level of natural maturity, enthusiasm wanes and low habitual standards are encouraged. If they are too difficult in terms of the background of experience, results are imperfect, the outcomes are useless to the student, and both discouragement and loss of interest in learning and doing are risked.

During the coming year it is suggested that *Mechanical Drawing should receive definite and careful attention*. While it is not intended that an extended course in Mechanical Drawing shall be attempted, students in the first year should be given such instruction as to enable them to read and interpret simple blue prints and mechanical drawings, as well as familiarize them with the use of drawing equipment. In the second year, fundamentals should be stressed with a progressively graded type of offering. Students should be able to make a correct three-view orthographic projection. In the third year, students should continue their activity in this area and be given some instruction in Isometric projection. They should be able to "ink in" a drawing acceptably, and understand the process of blue-printing.

While it is desirable that students be permitted to work in different media in order that exploratory ex-

periences can be obtained, care should be taken to ensure that the "scatter" method of training employed in sampling the different activities does not deteriorate into a superficial hit-and-miss performance, with a consequent sacrifice of definitely established work habits and achievement standards.

Each student should keep a neat record of work accomplished, materials used, costs involved, time allocation, and findings arrived at through discussions and demonstrations. The compilation of these records should not be carried to the point where they become burdensome or interfere with the pupil's work to the extent that interest is curtailed or performance unduly checked.

During the coming year it is proposed to revise the Industrial Arts Program, with the end in view of making it more functional in the light of modern developments, and of securing depth rather than area in the later grade levels. Industrial Arts in-

structors might well devote serious thought to desirable changes. Some factors that are worthy of careful consideration are:

- (a) Should the program in the High School area emphasize to a greater extent than at present vocational objectives?
- (b) Is an increase in time allocation desirable at the Grade IX and High School levels?
- (c) The place of drafting in a modern Industrial Arts program.
- (d) The weighting of exploratory values.
- (e) Should there be delimiting of media used?
- (f) Should the program be flexible to the extent of providing training that will meet community needs?
- (g) Should a sound program of Farm Mechanics be introduced to meet the needs of rural centres?
- (h) The place of Consumer Education in our program.



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- (i) The development of personal power on the part of the student, relative to adjustment in a world that is rapidly becoming industrialized?
- (j) The advisability of securing some uniformity in grading.
- (k) The desirability of the adoption of a standardized instructors' record form.

No argument is needed to prove the soundness of the observation that all program content material should be subjected to critical analysis before being incorporated in the program.

Careful consideration of the following questions may serve to assist us in this analysis:

1. Does the material have high frequency value in the daily social life of the present time?
2. Is the material closely associated with the basic aspects of living?
3. Will the material serve as a useful instrument in breaking down the artificial barriers separating the school, the home, and the community?
4. Will it assist the student in understanding his personal contacts in the industrial world?
5. Is the material within the interests, abilities, and experiences of the pupils?

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6. Does the material have high relative value (meet needs of individual and community)?
7. Will the material serve to inspire a continuation of its application in post-school days?

In developing the program, care must be exercised to ascertain if it is based on techniques derived from valid, professional objectives for various types and levels of Industrial Arts. The coming year can be made one of sound progress in our field. We have the opportunity to formulate a program replete with experiences that will enrich the lives of students participating in it.

Ours is the challenge, let us then go forward in a spirit of enthusiasm, conscious of our obligations and determined to discharge them in such a manner as to chart the way to more intelligent and satisfactory living on the part of our students.

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The MATH-SCI Corner

DR. A. J. COOK
University of Alberta

J. T. CUYLER, B.A.
Medicine Hat

EVA JAGOE, B.A.
Calgary

While contributions may be sent to any of the Co-Editors, those concerning the intermediate and elementary school are of special concern to Miss Jagoe, c/o Faculty of Education, University of Alberta, Calgary. Send high school science material to J. T. Cuyler, Alexandra High School, Medicine Hat. High school mathematics items should be sent to A. J. Cook, University of Alberta, Edmonton.

A New Editor

The editors of the Corner of 1944-45 take much pleasure in welcoming Miss Jagoe to the staff of the Corner. We have been conscious of the need for representation from the elementary and intermediate school, and we believe that Miss Jagoe will give splendid leadership to this section of our activity.

Miss Jagoe graduated from the University of Alberta in 1926 with first class honors in mathematics. Since then she has taught mathematics and science in the high schools at Didsbury and Lacombe, and in the Hillhurst Junior High School, Calgary. During the past two years she has been a member of the Calgary Normal (now Faculty of Education) practice-school staff.

Her outlook is revealed in her letter of acceptance of the editorship. "I thoroughly enjoy teaching and find increasing satisfaction in seeing the pupils discover principles for themselves. My view of teaching is similar to that of many: that our job is to ask the most challenging questions, to surround the pupils with provocative materials, so that they will be impelled to make discoveries."

We are sure that the teachers of the elementary and intermediate schools of the Province will give Miss Jagoe their hearty cooperation in her new duties. (A.J.C. and J.T.C.)

The Post-War School

No one can enter upon teaching duties this term without being conscious of a sense of need of deeper insight and wisdom than any of us possess. The passing of V-E Day and of V-J Day leaves us with memories of relief, rejoicing and of sadness. But the new day calls each of us to new obligations, for the task of remaking the world for the common man is everyman's responsibility.

Into whatever classroom we walk, we can all sense the depth of our calling. We need a spirit of happy responsibility, a joyous confidence that here is where peaceable living can be learned and where courageous enterprise can be bred. Out of our schools must come young people, with a clear sense of world needs, and with a spirited determination to match those needs with inner resource and skill.

Surely there is no finer theme for this year's Corner than The Post-war School.

Functional Competence

Two recent reports on the post-war plans for the improvement of the teaching of mathematics should concern all teachers. These are the first and second reports of the U.S. Commission on post-war plans (10 cents and 15 cents, The Mathematics Teacher, 525 W. 120th St., New York 27,

N.Y.) The second report is entitled, "The Improvement of Mathematics in Grades 1 to 14," and contains 34 "theses" or propositions, of which the first is:

Thesis 1. The school should guarantee functional competence in mathematics to all who can possibly achieve it.

Because we think the check list of the essentials for functional competence in mathematics is of wide practical interest for all teachers, we reprint it in full.

1. Can the pupil operate effectively with whole numbers, common fractions, decimals, and per cents?
2. Has he fixed the habit of estimating an answer before he does the computation, and of verifying the answer afterwards?
3. Does he have a clear understanding of ratio?
4. Is he skillful in the use of tables (including simple interpolation), as, for example: interest tables, tables of roots and powers, tri-

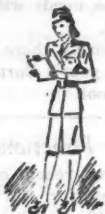
gonometric functions, income tax tables, etc.?

5. Does he know how to use rounded numbers?
6. Can he find the square root of a number by table or by division?
7. Does he know the main guides that one should follow in collecting and interpreting data; can he use averages (mean, median, mode); can he make and interpret a graph (bar, line, circle, the graph of a formula, and of a linear equation)?
8. Does he have adequate ideas of point, line, angle, parallel lines, perpendicular lines, triangle (right, scalene, isosceles, and equilateral), parallelogram (including square and rectangle), trapezoid, circle, regular polygon, prism, cylinder, cone, and sphere?
9. Can he estimate, read, and construct an angle?
10. Can he use the Pythagorean relationship in a right triangle?

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11. Can he with ruler and compasses construct a circle, a square, and a rectangle, transfer a line segment and an angle, bisect a line segment and an angle, copy a triangle, divide a line segment into more than two equal parts, draw a tangent to a circle, and draw a geometric figure to scale?

12. Does he know the meaning of a measurement, of a standard unit, of the largest possible error, of tolerance, and of the statement "a measurement is an approximation"?

13. Can he use certain measuring devices, such as an ordinary ruler, other rulers (graduated to thirty-seconds, to tenths of an inch, and to millimeters), compasses, protractor, graph paper, tape, calipers, micrometer?

14. Can he make a scale drawing and use a map intelligently—know the various forms employed in showing what scale is used—and is he able to find the distance between two points?

15. Does he understand the meaning of vector, and can he find the resultant of two forces?

16. Does he know how to use the most important metric units (meter, centimeter, millimeter, kilometer, gram, kilogram)?

17. In measuring length, area, volume, weight, time temperature, angle, and speed, can he convert from one commonly used standard unit to another widely used standard unit; e.g., does he know the relation between yard and foot, inch and centimeter, etc.?

18. Can he use letters to represent numbers; i.e. does he understand the symbolism of algebra—does he know the meaning of exponent and coefficient?

19. Does he know the meaning of a formula—can he, for example, write an arithmetic rule as a formula, and can he substitute given values in order to find the value for a required unknown?

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20. Does he understand signed numbers, and can he use them?

21. Does he understand what he is doing when he uses the axioms to change the form of a formula, or when he finds the value of an unknown in a simple equation?

22. Does he know from memory certain widely used formulas relating to areas, volumes, and interest, and to distance, rate, and time?

23. Does he understand the meaning of similar triangles, and does he know how to use the fact that in similar triangles the ratios of corresponding sides are equal?

24. Can he, by means of a scale drawing, develop the meaning of tangent, sine, and cosine, and can he use a three or four-place table of these ratios to solve a right triangle?

25. Can he solve simple verbal problems (in arithmetic, algebra, geometry, and trigonometry)?

26. Does he have the information useful in personal affairs, home, and community; e.g., planned spending, the argument for thrift, understanding necessary dealings with a bank, and keeping an expense account?

27. Is he mathematically conditioned for satisfactory adjustment to a first job in business; e.g., has he a start in understanding the keeping of a simple account, making change, and the arithmetic that illustrates the most common problems of communications, travel, and transportation?

28. Does he have a basis for dealing intelligently with the main problems of the consumer, e.g., the cost of borrowing money, insurance to se-

cure adequate protection against the numerous hazards of life, the wise management of money, and buying with a given income so as to get good values as regards both quantity and quality?

(For a more detailed and definite statement see "The Role of Mathematics in Consumer Education"; single copies may be secured without cost from the National Association of Secondary School Principals, 1201 16 St. N.W., Washington, D.C.)

Thesis 1 is a main goal for every teacher of mathematics throughout grades 1-14. Item No. 1 in the Check List is obviously the major part of the work of grades 1 to 6; the courses for grades 7 and 8 can and should make a substantial beginning in teaching most of the remaining items. General Mathematics, commonly offered in the larger schools as an alternative to first-year algebra in grade 9, should be constructed around these key concepts, nor can the traditional sequential courses be taught on the assumption that these basic matters have been learned well enough in earlier grades for effective use.

The World of Science

The University is again planning to put on a series of radio programs over CKUA under the title "The World of Science." Last year this consisted of a series of fifteen-minute talks by various members of the science departments. This year it is planned to vary the type of program to include, possibly, actuality broadcasts from some of the science departments, and, certainly, question and answer programs. Questions should be sent to Dr. D. B. Scott, Department of Physics, University of Alberta, Edmonton.

The time of the broadcasts will be announced later.



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Local News

TO SECRETARIES AND PRESS CORRESPONDENTS NOT HEARD FROM:

Please let us have the names and addresses of your Local and Sub-local officers, noting which of these has custody of your official charter or certificate.

For publication in any issue of the Magazine, press reports should be received by A.T.A. offices not later than the 20th of the preceding month. Please limit length of items to 75-100 words.

ANDREW

A very successful meeting, organized by the Andrew Sub-local was held in Andrew School on Friday afternoon May 26th. It was considered to be the largest meeting of this type ever held by the A.T.A. members in Andrew. About sixty teachers attended this meeting representing Mundare, Willingdon, St. Michael and Andrew.

The Institute opened with the singing of O'Canada and a few words of welcome expressed by the town mayor, Mr. Lesick. Mr. John Danyluk, chairman of the Local School Board also expressed his welcome to the teaching staff of the visiting Sub-locals. Mr. J. W. Huculak, President of the Andrew Sub-local, was the Chairman of the entire meeting.

A very interesting report based on the revised salary schedule for the Lamont School Division, was given by Mr. Shook, Principal of Lamont School. Mr. Gibson, Inspector of Lamont Division delivered a speech "Post War Reminders." Knowing that Mr. Gibson is a returned soldier of the First World War gave a very emphatic address. Mr. L. L. Kostash, Geographic Representative of North Eastern Alberta, spoke on the new revised constitution of A.T.A. Mr. Rusicki, representing the Mundare Sub-local, gave an address of welcome. Mr. N. Sveklis, representative of the Willingdon School Staff, supervised a Round Table discussion re—"Peace and Prosperity in the Post-War World." Mr. A. Fedorak of St. Michael gave some very good pointers for improving future attendance at A.T.A. meetings.

A cold-salad supper was prepared by the lady-teachers of the Andrew Sub-local. After the appetizing supper, a sing-song directed by Miss A. Shandro, accompanied by Mrs. Z. E. Romanchuk at the piano, was wholeheartedly appreciated by those taking part.

A programme directed by Mrs. Romanchuk, teacher of Andrew School, was very successful. Little Junnie Filipchuk, a talented pianist, played "Tale of Golden Dreams" and "Romanzo." Raphael Lopatka played a piano solo, "Six Variations in G" by Beethoven. Two High School girls, Anne Bodnarek and Pauline Luchko sang duets, "Lullaby Song" and "The Nest, The West and You Dear."

The remaining part of the meeting was taken up with Bingo, the winners receiving some very amusing prizes. The meeting was adjourned at 9.00 p.m. It is sincerely hoped that such meetings of this type will be held in the future.

BEISEKER-ACME

A meeting was held by the Beiseker-Acme Local of the A.T.A. on May 28 in the Beiseker School.

A closing Social is to be held on Monday, June 26th. Plans for this event were made.

The local school board and town officials are to be invited. The high light of the evening will be a talk on "Venetian Culture" by Rev. Deutschausen, a recent evacuee of Nazi Germany.

CLOVER BAR

The Clover Bar Local Executive held its last meeting of the term in the Masonic Temple on Saturday, June 9, at 10:30 a.m. There were nine members present. Minutes were read and passed. The Councilors of the Sub-locals gave their reports. Mr. Marsh, vice-president, announced that Leduc is now on the Clover Bar Salary Schedule. Mr. Fors gave his report after having met the Board.

Mr. C. Pyrcz, our president was congratulated on his new position as Superintendent of the Strawberry Division for the fall term.

Mrs. E. Haugh was commended on her excellent work as Secretary-Treasurer.

COLD LAKE

A meeting of the Cold Lake Sub-local was held at the home of Mr. Charles Hebert, of Grande Centre, on the evening of September 24. Mr. Fabian Milaney presided. A new counsellor, Mr. J. Coad, was elected to take the place of Mr. J. Schommer. The main topic of discussion was our new salary schedule which is in negotiation. It was decided to have our annual meeting next month, the date to be announced later.

COLINTON

The annual Sub-local Track Meet held on May 25th was quite successful with a satisfactory number of entries in all the classes. We hope to see more schools entered next year.

The Festival held on June 8th was equally successful with all the schools in the Sub-local with the exception of one participating. It took the form of an exhibition of school work and a stage display with pupils of all the various schools taking part.

At a brief business meeting, held on Saturday, June 28th, it was decided to purchase a new projector when one is available. At the conclusion of this meeting the six members and their guests sojourned to Little Pine Creek for a weiner roast.

HAYTER-PROVOST

The June meeting of the Hayter-Provost Sub-local was held in the school on Saturday, June 9th, with twelve members present. Mrs. Flak gave a most interesting talk to the teachers on "Health Problems in the School."

STONY PLAIN

The final meeting of the term was held at the A.T.A. rooms attended by the members of the Stony Plain Local. Minutes of the last meeting were read, and adopted as read by Mrs. Thomson and Mr. Overbo. Mr. Carmichael reported that as a result of negotiations, an increase of fifty dollars was added to the basic minimum. He stated, however, that in the future the negotiating committee should commence activity early in the fall term, thereby enabling the Divisional Board to make better provision for changes in the schedule.

Letter on "Fall Conventions" was read and discussed. Mr. Ritchie was nominated by this group to represent our local on the convention committee.

Moved by Mr. Overbo, seconded by Mr. McConkey that the Secretary ask the Divisional Board that the balance of last year's grant for Track Meet work be applied to this year's balance. Carried.

Moved by Miss MacMillan, seconded

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by Mr. McConkey that West Jasper Place be given the power to set up their own Sub-local. Carried.

Moved by Mr. Overbo, seconded by Mr. McConkey that current bills be paid up to date. Carried.

ST. PAUL

A joint meeting of the St. Paul and Bonnyville Locals was held on Saturday, June 23rd, in St. Paul.

It was decided to hold a joint Convention again this year in St. Paul. The dates chosen were Oct. 4th and 5th, or Oct. 11th and 12th. We selected these dates as they are the most convenient for railway travel.

The question of a 3-day convention, (2 days general convention, and 1 day high school convention) was discussed. Would this be permissible? The third day, rather the high school day, would be on a Wednesday; if 1 or 2 other divisions could take part by sending their high school teachers. Smoky Lake and Two Hills Divisions were mentioned.

ST. MARY'S RIVER

The St. Mary's River Local has spent a very active year. The Local has had three meetings where all the Sub-locals have been represented. These meetings were spent in re-organizing and outlining materials vital to the furtherance of A.T.A. and Professional work in the various Sub-locals.

The reorganizations were necessary because of the change of teacher population in different schools. The Sub-locals are all fully organized. They have held their meetings once a month throughout the school year. From the reports sent into the Local they have all had varied and interesting meetings vital to the present Teacher situation in the post-war world.

The Raymond Sub-local has in recent meetings invited Candidates of the different political parties to address the members. These speeches have been beneficial in establishing broader views of the present world situations and their solutions.

The Sub-locals have done much along the line of salaries. St. Mary's Division and Cardston are at present still negotiating but Raymond have completed their schedule. This schedule is one of the best if not the best in the province of Alberta.

We were fully represented at the A.G.M. The members attending have given detailed reports of the work accomplished there.

The Sub-local groups have co-operated very well in all they have been asked to do and we as a Local feel that if they

continue as well in the future as they have done in the past there will be no end to their achievement in the A.T.A. field.

TOMAHAWK

Report of Tomahawk A.T.A. Sub-local track meet was held on the Tomahawk High School grounds on Friday, June 1st. The twelve schools of the Local were well represented in every class. South End captured the Shield with Athlone running a close second. A large crowd of parents and friends gathered to witness the events, climaxed by a dance in the Tomahawk Hall in the evening.

WILLINGDON

The Willingdon Sub-local had its annual meeting in Willingdon on Sept. 26th, at 8 p.m. The Sub-local was pleased to welcome the following new members: Mr. and Mrs. Geo. Kelba, Mr. Bracko, Misses N. Lyons and M. Booth.

Mr. A. Hayduk gave an explanation of a system that he has devised for supplementary reading.

The new executive is as follows: President, Mr. L. L. Kostash; Vice-Pres., Mr. R. E. Zuar; Sec.-Treas. and Counsellor on the Two Hills A.T.A. Local Executive, Mr. N. W. Svekla.

The social committee is composed of Mr. Bracko, Mrs. Kelba, Misses K. Faryna, M. Booth and I. Shandro.

Matters to be presented to the Convention at Two Hills were then discussed.

The October meeting is to be held on October 19th in Willingdon.

The meeting was followed by a delicious lunch.

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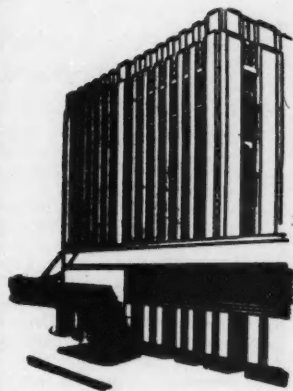
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